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ABSTRACT

The Wichita, Kansas Elementary Secondary Education Act Title I Project was begun during the 1965-66 school year as a diversified attack on the problems of disadvantaged pupils. Over the past 10 years, the project has evolved to one which concentrates funds on a small number of programs. Supportive services have been eliminated in favor of instructional programs. The size of the Title I target population has been reduced in comparison to earlier years. The Title I project has contributed to the summer school program through courses and the provision of tuition scholarships. Title I programs have had a major impact upon the Wichita school system and the community at large. One obvious effect is said to have been the publicity it has brought to the Wichita community. Through a close, cooperative relationship, the Title I program has greatly influenced the Wichita school system. The Title I project has consistently encouraged and supported parental and community involvement in the programs. Children attending parochial schools, institutions for the delinquent, and homes for the neglected have been included in the programs. Most importantly, the project has brought about an increased awareness of the special needs of disadvantaged pupils. (Author/JM)

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WICHITA PUBLIC SCHOOLS
Unified School District #259
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# IMPACT OF TITLE I:

# A DECADE OF PROGRESS

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UD 016 258

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March, 1976

## SUMMARY

The Wichita, Kansas, ESEA Title I Project was begun during the 1965-66 school year, as a diversified attack on the problems of disadvantaged pupils. Over the past ten years, the project has evolved to one which concentrates funds on a small number of programs. Supportive services have been eliminated in favor of instructional programs. Improvement of reading and communication skills has always been the major thrust of the project. The size of the Title I target population has been greatly reduced in comparison to earlier years. The Title I project has contributed to the summer school program through unique and interesting summer courses, and through the provision of tuition scholarships.

Title I programs have had a major impact upon the Wichita school system and the community at large. One obvious effect of the project has been the publicity it has brought to the Wichita community. National recognition of a number of innovative Title I programs has spotlighted Wichita's contributions to educational progress.

Through a close, cooperative relationship, the Title I program has greatly influenced the Wichita school system. The project has been credited with providing impetus to the development of the research department. Title I influence has established the local emphasis on educational processes such as needs assessment and program evaluation. Precise systems of management and accountability have aided the attainment of these and other educational objectives. Staff development has been strengthened through the various workshops, preservice training, and inservice training supported through Title I funds. Gradually, the local system has come to support several positions, such as corrective reading instructors and social workers, which were originally instituted through Title I. The project has been instrumental in developing innovative programs to be implemented throughout the schools. In these ways, the entire school system has benefited.

The Title I project has consistently encouraged and supported parental and community involvement in the programs. Children attending parochial schools, institutions for the delinquent, and homes for the neglected have been included in the programs since the project's inception. By working cooperatively with varied segments of the community, Title I has attempted to provide the very best compensatory programs for all eligible children in the Wichita area.

Title I has also increased the awareness of local segregation patterns and of the detrimental effects of poverty. Most importantly, the project has brought about an increased awareness of the special needs of disadvantaged pupils. This heightened awareness, with corresponding improvement in instructor training, educational materials, and effective instructional programs, has evidently been worth the money and effort. Disadvantaged pupils are improving their achievement levels. Standardized test results have shown that Wichita Title I participants are achieving yearly gains greater than the national expectancies, and may be starting to close the educational gap between themselves and the more advantaged pupils.

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WICHITA, KANSAS

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# FOREWORD

In the midst of planning future programs, it is oftentimes beneficial to pause for a brief review of the past. The year 1976 will be remembered as one dedicated to an appreciation of the achievements of the past. During our Bicentennial Year, much time, effort, and money will be expended in saluting the people and events which comprise our nation's history. The spring of 1976 also represents another landmark--the tenth anniversary of the ESEA Title I Project's operation in the Wichita Unified School District. The past ten years represent a decade of progress in which the Title I Project has played a major role in the development of the community, the school system, and the participants. This report provides an overview of the evolution and achievements experienced by the Project during the past ten years. By recording the history of the Title I impact upon the Wichita community, it becomes evident that the future ten years of the ESEA Title I Project hold a promise of even greater achievement in the area of compensatory education.

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ABOUT WICHITA

For a complete understanding of the Wichita Title I Project, it is important to know some of the characteristics of the community. The metropolitan community of Wichita is located in south-central Kansas. As the largest city in the state, Wichita's population has fluctuated around 270,000 over the past ten years. Economic dependence upon seasonal crops and a sometimes unstable aircraft industry has led to a cycle of increasing and decreasing demand upon the work force. The city lies surrounded by highly productive agricultural land. Wheat is the major farm product; however, soybeans, livestock feeds, and fruit are also vital to the agricultural market. Employing the largest share of the industrial work force are the aircraft related industries. A partial listing of Wichita's aircraft industry would include Boeing, Beech, Cessna, and Gates Lear Jet. Oil explorations and refinery operations are also important segments of the local economy.

Wichita felt the blow of the 1970-71 economic recession, as did most other parts of the nation. The unemployment rate rose to about 10% early in 1971. However, by early 1972, unemployment had decreased to 6.6%, and later in the year it further decreased to 5.5%. By the end of the year, employment was on the upswing and new construction attained an all-time high. This upward trend has generally continued to the present time. New home and apartment construction is presently booming in the metropolitan area.

Wichita has a city council form of government, the mayor being elected among the council members. The community supports five major hospital complexes and three colleges or universities. During the last decade, the metropolitan area has witnessed the addition of a

new convention center; a new zoo, still under development; the expansion of the Mid-Continent Airport; and the construction of Kansas' largest shopping mall.

The Wichita Public School System, Unified School District 259, is now governed by a seven-member Board of Education which is popularly elected to serve staggered four-year terms. Ten years ago, the Board consisted of twelve members, but it has gradually been reduced since that time. Administrative responsibilities are assumed by the Superintendent of Schools, Deputy Superintendent, and Cabinet members. In 1966, Wichitans were served by 114 public schools. This number has decreased to 98, the reduction occurring at the elementary level. In addition, the community supports eight special purpose schools and twenty-two private or parochial schools. Reflecting the overall drop in birthrate, the public school system has experienced a steady decline in enrollment since 1965. That year, approximately 70,000 children were enrolled in grades K-12. In 1970, the secondary school population was on the increase, while elementary school population declined. That trend is beginning to reverse, as the elementary school population is slowly starting to increase. Public school enrollment for the 1975-76 school year was approximately 52,000. Thus, the community has experienced a public school population decrease of about 18,000 pupils over the last ten years. Both inflation and the enrichment of programs has caused the per pupil expenditure by the local educational agency to more than double in the past ten years.

Between 1960 and 1970, the black population in Wichita increased 35.1%, while the overall population increased by only 8.6%. Practically all of the black population increase was absorbed by the northeast section of the city, an area which has long been comprised mainly of black residents. The past ten years have seen a general decrease in white public school population and an increase in black and other minority populations. During the 1974-75 school year, the racial composition of school age pupils was approximately 78% white; 18% black; and 4% Oriental, Mexican American, and American Indian. Although racial integration in the school system is achieved through cross-busing, the residential areas of Wichita remain largely segregated.

ENACTMENT OF ESEA

In the spring of 1965, President Lyndon B. Johnson signed into law the Elementary and Secondary Education Act (P.L. 89-10). While reflecting upon the educational legislation enacted under his term of office, President Johnson (1969) later called ESEA the "most powerful act of all." Since the passage of the act, Congress has appropriated over $16 billion for its support.

Title I is the major component of the Elementary and Secondary Education Act of 1965. Approximately 17,000 public school districts across the nation administer Title I funds. Title I of ESEA has two basic purposes:

1. "....to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families...."

and

2. "....to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."

Contained within the intent of Title I are several critical assumptions, as outlined in Education of the Disadvantaged (1970):

1. There is a direct connection between economic disadvantage and educational deprivation.
2. Educational deprivation is not, however, limited to the poor.
3. Large concentrations of low income families tend to make districts and schools poor; poor schools are least able to afford special programs.
4. Educationally deprived children will benefit measurably from special programs supported by Title I funds.

The first three assumptions have been shown to be true, simply by looking at the characteristics of school districts and the children whom they serve. The fourth assumption, which is the major premise upon which Title I programs are built, is gradually becoming fact, as increasingly greater gains are being achieved by disadvantaged students across the nation.

No program of this size and scope can be implemented without having a major impact upon the entire educational system. ESEA was the first major federal aid to education legislation to be passed in decades. Prior to 1965, many controversial issues had blocked the delivery of large-scale federal aid to the schools. Controversies over federal aid to parochial schools, desegregation battles,

formulas for apportionment, and federal versus state control, had all operated to thwart any decisive action on the part of Congress. The passage of ESEA broke the deadlock over federal intervention into school affairs, and placed the emphasis of educational legislation upon the special needs of the child.

PLANNING STAGE

With the passage of Public Law 89-10, Elementary and Secondary Education Act of 1965, eligible school districts throughout the nation found themselves facing the general question of how to spend the federal funds that were suddenly made available to them. There was no question of need for additional monies to support programs of compensatory education. However, since the federal government had left the development of the specific program largely to the local educational agencies, an infinite number of options were available concerning HOW to spend the monies. Which areas should be emphasized? What types of programs would best suit the needs of the educationally deprived? For USD #259, the question was not "How do we spend a million dollars?", but rather "Where do we start?"

Prior to the actual passage of the act, the superintendent of the Wichita Unified Public School System held awareness workshops for local school administrators, to familiarize them with the titles of the proposed act. These far-sighted efforts helped to prepare local educators for the huge task of developing appropriate programs for implementation under ESEA. Following the passage of the act, a committee of local educators was formed to guide the development of the project proposal. A workshop composed of approximately thirty teachers, principals, curriculum experts, and parochial school and community representatives met to brainstorm the areas of educational

needs in the community. The workshop lasted for six weeks and was funded by the Wichita Public Schools. The meetings could best be described as open-ended and exploratory. Suggestions for innovative and effective programs were discussed and evaluated. The committee analyzed existing achievement test results. In order to meet specific curriculum needs, curriculum department directors were asked to help design the component parts of the project. Although the final proposal offered a global approach to the achievement of a truly compensatory educational program, the project emphasized the improvement of reading and communication skills. During the first year, a large amount of the federal funds was allocated to the purchase of equipment and materials. A relatively large allocation went toward remodeling and adding equipment to school cafeterias in order to implement a supplementary food program.

Wichita educators and community representatives were diligent and conscientious in their effort to develop a Title I program, which they appropriately named the "Wichita Program For Educationally Deprived Children". Their efforts paid off. Wichita was among the very first districts in the nation to receive approval on its application for federal assistance through Title I, ESEA funds. The proposed program was officially approved on November 1, 1965. Full operation of the program was delayed, however, owing to an inability to immediately secure a Project Director. Since funds were not available in time to employ staff members for a full year, the program was put into operation the last four months of the 1965-66 school year.

For those educators directly involved with the development, implementation, and appraisal of Title I programs, working under the conditions of a newly organized system was often a delicate and no doubt confusing situation. In 1965, there was no division, department,

or administrative structure for directing federal programs. Described by the coordinator at that time as a "loose confederation of directors and employees", those in the Title I Project found themselves with the responsibility for over a million dollars and for the successful functioning of many new programs, with no established organization through which to channel their energies and talents. It was a difficult and challenging time. It is a credit to the Wichita educators that they were able to construct, in a relatively short time, a meaningful and viable program for the supplemental education of the disadvantaged pupils in their charge.

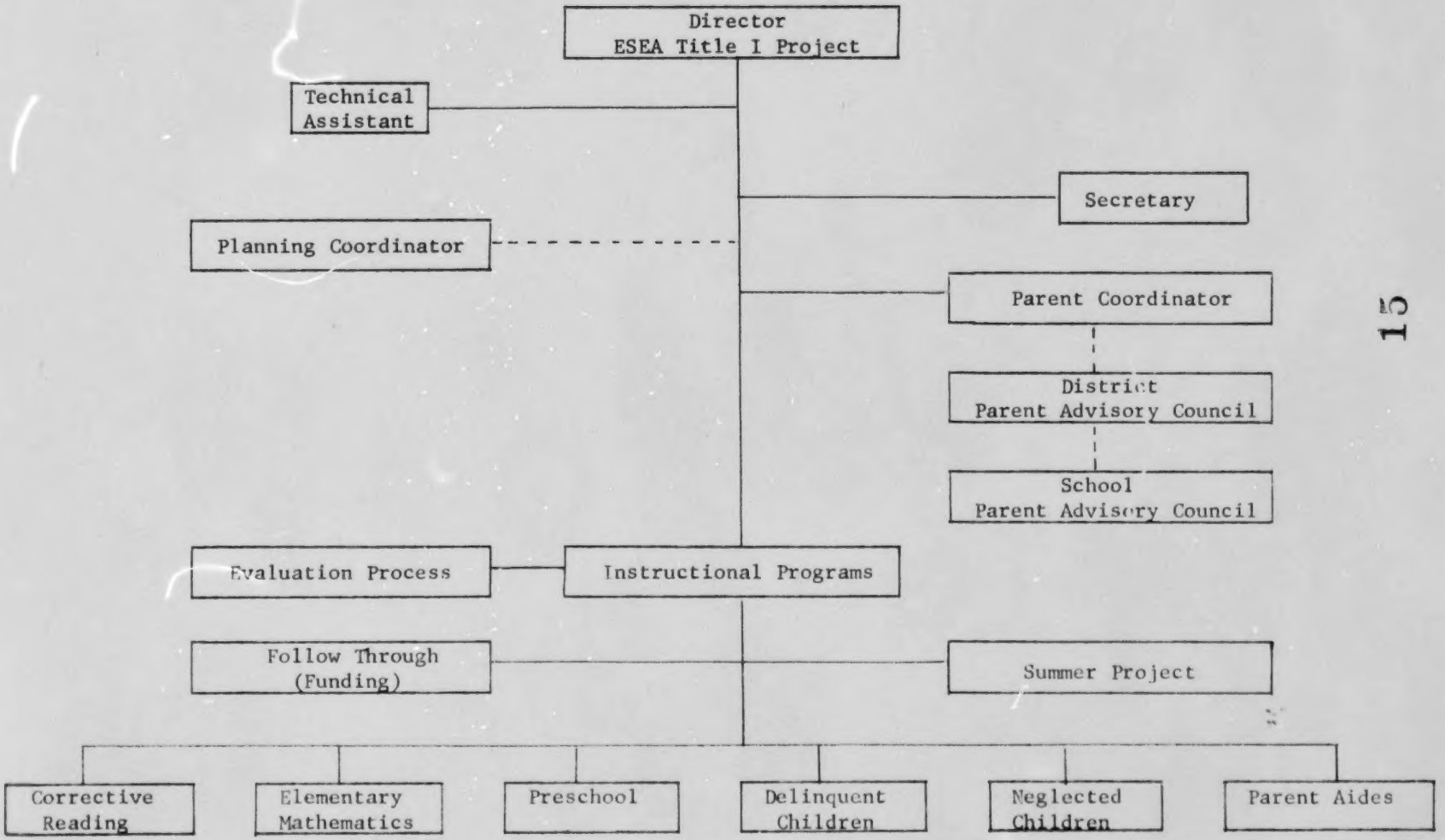
Although many programs using federal funds had previously been in existence, more than forty new programs were added during the 1965-66 fiscal year. From a logistical standpoint alone, the changes brought about by legislation in the area of education, and especially compensatory education, had a major impact upon the Wichita school system. In order to effectively administer a project of this magnitude, several changes were necessary. First, an administrative position was created during the 1965-66 school year. Later, during the 1966-67 school year, a division was formed to maintain local, state, and federal relations. Thus, having obtained a director and established a separate division, Wichita educators proceeded to build an active and effective organizational system for administering federal programs.

A chart depicting the present organizational structure of the Title I Project appears on the following page.

The need for an expanded department of research became urgent. Although a research department existed in 1965, it was staffed by a person who was in charge of three or four other departments, as well. Around 1966, a separate research department and office was organized. The department director and secretary were federally funded. As Title I

FIGURE 1

ESEA TITLE I ADMINISTRATIVE ORGANIZATIONAL CHART
Wichita, Kansas



and other federal programs grew, the research department grew also. The Elementary and Secondary Education Act demanded refined research procedures. Random sampling, matching of control and experimental groups, appropriate and controlled testing techniques, and the use of other behavioral research methods have become necessities for the needs assessment and evaluation of Title I programs.

Dissemination of the evaluation reports is now nationwide; reports are sent to the Educational Resources Information Center (ERIC), to the Mid-Continent Regional Laboratory (McRel), and to school districts in several states. At the state and local levels, reports are sent to neighboring schools, research councils, university libraries, and the local school board and cabinet.

Federal programs have increased local awareness of program evaluation. Prior to 1966, most research consisted of receiving and approving proposals. Without the Title I programs, Wichita would have been much longer in developing a department of research, and certainly would not have established the quality of research and evaluation which is presently evident.

## SELECTION OF TARGET AREAS

Determination of eligible school districts was based largely upon the numbers of school age children from families with low annual incomes. For 1965, the poverty base was $2,000 annual income. Federal guidelines dictated that any district having at least 3% of the children aged five through 17 inclusive, of such level of income and a total of not less than 10 children so designated, was eligible for federal support. In addition, any district having 100 or more school aged children from families with an annual income below $2,000 was automatically eligible, regardless of the percentage this represented. Children from families

with incomes exceeding $2,000 were also counted as eligible if the income in excess of $2,000 was in the form of aid to dependent children under Title IV of the Social Security Act.

In order to select attendance areas within the Wichita Unified School district having the greatest need for federally supported compensatory programs, data were compiled indicating areas, by census tract enumeration, of highest concentration of low-income families and families receiving Aid to Dependent Children (ADC) payments. The data came from a joint research effort of the Public Schools, Community Planning Council Research Staff, and the Community Action Program. The resulting profile of poverty in Wichita was also used to identify Head Start schools and Community Action Program Neighborhood Centers.

The low-income profile indicated that 34 public elementary, five public junior high, and seven parochial elementary schools were located in or on the periphery of the low income areas and served culturally and educationally disadvantaged and economically impoverished families. These schools had a combined enrollment of 23,914 pupils. These attendance centers were chosen as the initial target areas for Title I programs in the Wichita area. However, over the years, experience and federal guidelines dictated that to be more effective, funds should be concentrated on fewer pupils in fewer schools; therefore, the number of Title I eligible schools was steadily decreased each year. Although thirty-nine schools were originally selected by the low-income standard as Title I schools, by 1971, that number had been reduced to fifteen. Since 1971, the number has increased. Today, twenty elementary schools are designated as Title I target areas, although services are provided in virtually every elementary school in the unified district.

NEEDS ASSESSMENT

Following the initial selection of Title I target areas in 1965, the needs of the children from these areas were assessed. The special educational needs and the characteristics of children in low income areas were identified. Areas of concern took the following general form:

A. Academic Achievement and Ability

Poor performance on standardized tests was evidenced. Research data revealed that more pupils from the designated target areas were deficient in reading level by at least 1.5 years than in other elementary schools. Inability to communicate effectively with oral and written language, poor listening skills, short attention span, and underdeveloped physical and manual skills were also felt to be generally characteristic of pupils from economically impoverished attendance areas.

B. Attitudes and Behaviors

A negative self-image was considered to be characteristic of many of the children of the target population. Both apathy toward school and negative attitudes toward school, adults, and society were believed to contribute to a high absentee rate and a high drop-out rate. In addition, these children (overall) exhibited low occupational and educational aspiration levels and a general expectation of failure in the school situation.

C. Cultural and Aesthetic

Cultural and aesthetic deficiencies, due perhaps to limited contacts and lack of parental concern in this area, led to a slowness to comprehend the total community. Fewer children from these areas participated in instrumental music activities than from other areas of the school district. Creative expression in art and dramatic experiences were

also found to be less well developed or appreciated.

D. Health

Reports by school nurses indicated a great need for medical and dental services. During the summer of 1965, health and dental examinations on residents of the low-income areas indicated a special need for glasses and dental care. Malnutrition and emotional and social instability were also viewed as characteristic of pupils from the impoverished areas.

Since 1965, methods for assessing the perceived needs of the target area pupils have been refined. The current emphasis lies in the area of academic achievement. Academic achievement, as measured by standardized tests, is the major form of needs assessment.

## IDENTIFICATION OF PARTICIPANTS

Low-income residence has served as the only requirement for eligibility in some Title I programs, especially the supportive components such as free lunches, and health and counseling services. However, performance criteria have been and continue to be used in other components of the project, to determine eligibility. The present method for identifying eligible participants combines a designation of low-income level with a determination of educational need through achievement test scores. Scores on the Metropolitan Readiness Test, Metropolitan Achievement Test, and the Iowa Test of Basic Skills are used, depending upon the grade level. Each year a listing of all pupils in grades one through six who have scored below designated cut-off points on the standardized tests is made. For example, the cut-off point for grades four through six is the thirtieth percentile or below on the Iowa Test of Basic Skills (Reading and Math). Thus, any pupil whose name is on the achievement Needs Assessment list

is considered eligible for Title I instructional programs.

INITIAL PROJECT OBJECTIVES

The following objectives were developed in 1965, after determining the characteristics and educational needs of impoverished pupils:

Project Objectives

1. To improve performance as measured by standardized achievement tests.
2. To improve classroom performance in reading beyond usual expectations.
3. To improve children's verbal functioning.
4. To improve children's non-verbal functioning.
5. To improve the children's self-image.
6. To change (in a positive direction) children's attitudes toward school and education.
7. To increase children's expectations of success in school.
8. To improve the children's average daily attendance.
9. To improve the holding power of the schools (to decrease the dropout rate).
10. To reduce the rate and severity of disciplinary problems.
11. To improve and increase the children's attention span.
12. To improve the physical health of the children.
13. To improve the nutritional health of the children.
14. To improve the children's emotional and social stability and/or that of their families.

The project objectives have been refined since their inception in 1965. Current process and performance objectives, and project goals are contained within the Title I management manuals, and are presented in part on pages 23-25.

PROJECT EVOLUTION

From the number and scope of the initial project objectives, it becomes evident that the Title I project began as a global approach to solving the problems of the educationally and economically disadvantaged. Although the project emphasis has always been on the development of reading and language skills, the project started with over ten separate programs offering a variety of services.* In addition to remedial reading, were programs in art, cultural enrichment, music, industrial arts, physical education, preschool activities, and health, nutrition, and library services. The general philosophy prevalent at that time stressed the needs of the "whole child" - - not only instructional needs, but health, cultural, recreational, and other needs, as well. It was felt that by providing such supportive services, educational enrichment would be enhanced. Supportive services were considered to be equally as important as instructional activities. Additional school nurse, counseling, and librarian services were provided for Title I schools. Food services consisted of hot lunch programs in some schools, and milk and crackers in all target schools. Field trips and cultural awareness programs were also supported. The summer of 1966 marked the first year for summer school tuition scholarships, which were made possible through Title I funds.

When ESEA Title I funds were received the first year, they doubled the amount of federal aid to schools which had been received in Wichita the previous year.

Wichita's Title I programs were praised by the Bureau of Elementary and Secondary Education. The project was the subject of an article in a magazine issued by the U. S. Office of Education, which described the program as "exemplary".

* See Appendix C for chronological charts of Title I Programs.

During the 1966-67 school year, which was actually the first full year of project operation, the budget authority was reduced to approximately 80% of the previous year's grant. This was a major reduction, since the bulk of the previous year's grant had been concentrated on a four-month program. The number of programs was increased for both the regular term and summer session. However, the medical and dental phases of the program were slightly reduced. Allocations for new equipment suffered major cutbacks; the U. S. Commissioner of Education had issued guidelines indicating a low priority for construction and related equipment items. Cost-sharing was begun in some food programs. The number of target areas at the elementary level was reduced from 34 schools to 24 schools.

During the 1967-68 school year, services were extended to pupils residing in institutions serving delinquent and neglected children. Amendments to Title I legislation passed in 1966, had defined these children as disadvantaged, even though they may reside in non-target areas. Services were established in cooperation with the Sedgwick County Juvenile Court and Welfare agencies, and the public schools. The first year of service in these components supported four additional full-time and nine part-time professional personnel. Special instruction was provided to the Lake Afton Boys' Ranch, Friendly Gables School for Girls, Booth Memorial Hospital, Phyllis Wheatley Children's Home, Maude Carpenter Children's Home, and Wichita Children's Home. Individual summer scholarships were made available in addition to regular term courses of reading, music, art, homemaking, industrial arts, business training, and physical education.

The availability of Title I funds has had a major impact upon Wichita's summer school programs. As a matter of fact, Title I monies

have aided summer programs statewide. Before Title I monies were available to Kansas, only 8% of the state's schools operated summer programs. With this federal aid, nearly 70% of the districts initiated summer sessions.

In Wichita, regular term Title I funds were used to provide a limited number of programs during the summer of 1967. Prior to the summer of 1968, Wichita administrators and teachers determined there was a need for expanded Title I summer activities. A separate project application for the funding of summer school was filed and approved. Since that time, summer Title I activities have continued as a separately funded project.

At that time, summer projects were designed to provide innovative programs which would hold the pupils' interest. Classes were structured to be smaller in size and less formal than during the regular term. Summer camping, nature studies, and home repair classes, represent only a few of the creative ways in which summer courses kept the pupils in a learning environment. In comparison, summer school programs presently reflect the trend toward emphasis on academic instruction, primarily in the areas of reading and mathematics.

In 1967, the number of regular term programs again increased over the previous year. Wichita's school aged population reached a peak during the 1966-68 school years. Since that time, it has steadily decreased.

Late funding presented problems during the first two years of the project. Uncertainty about final budget approvals made it difficult to plan programs. However, late in 1967, amendments to ESEA allowed for advanced funding. Funds were then appropriated one year in advance of the year in which they would be obligated. Because this procedure was not operative until fiscal 1969, the impact of this amendment was not felt at the local level until the 1969-70 school year. Presently, until final approval is received, a district is assured of a minimum of 85 percent of its previous year's budget.

During the 1968-69 school year, the number of elementary target area schools was again decreased. Also, the services to Lake Afton Boys' Ranch and Friendly Gables were discontinued. These institutions were declared ineligible by the U. S. Office of Education.

The Title I project supplemented many of the existing supportive programs such as the nursing, counseling, and library services. A comparison of the services available to target pupils during the 1968-69 year, with those provided at the beginning of the Title I project, shows the increase due to additional federal funds. For example, Title I schools received nearly 25 nurse/days per week more nursing services in 1968-69 than in 1965-66. Extra service in the area of counseling exceeded 29 counselor/days per week. Library services were increased by 31 librarian/days per week for all schools together. Thus, delivery of these supportive services was greatly expanded through Title I funds.

About this time, pressures from civil rights groups began to mount. In response to an earlier charge of non-compliance by the local chapter of the NAACP, the Board of Education adopted a Plan for Compliance in January of 1969. The plan was found unacceptible by the Office for Civil Rights.

The summer of 1969 witnessed the publication of the long-awaited LEAP report. The report of the LEAP (Low Economic Area Problems) Committee, officially entitled School and Society in One City, among other topics, addressed itself to compensatory education. The LEAP committee commended the Title I summer programs. In addition, the committee concluded that "Title I has made a substantial difference in upgrading the equipment and/or supplies of both negro and white low-income schools." Relating to the academic achievement of Title I pupils, the LEAP committee concluded: "The scores in the 24 Title I schools actually improved relative

to national means but failed to increase at the rate of the non-Title I schools."

With the 1969-70 school year came a new title for the Title I project. Growing out of the need to fill the blank for "Project Name" in federal applications, the project director devised an appropriate and creative acronym: Project SPEEDY. "SPEEDY" represents the name, Special Programs to Enhance the Education of Disadvantaged Youth. The Title I project in Wichita has been called Project SPEEDY ever since the 1969-70 school year.

The Vice-President of the Wichita Board of Education was one of five school board representatives across the nation to be invited to Washington that year, to appear before a House subcommittee on education considering the extension of the Elementary and Secondary Education Act. He strongly recommended a five year extension.

The number of Title I participants was drastically reduced over the previous years' totals. The number of elementary target area schools was further reduced to 19. The changes reflected the trend toward concentration of services upon a smaller target population. However, the summer school programs were increased over the previous year, by nearly 50 percent. The 1969-70 school year also saw the elimination of art scholarships, theater tickets, junior high school evening classes, kindergarten free milk programs, and physical education consultants. At this point in the project's evolution, attendance improvement was the only activity held at the senior high school level. During that year also, authorization of Lake Afton Boys' Ranch and Friendly Gables as eligible institutions was reinstated.

Revised Principles and Plans for Continued Integration were adopted by the Board of Education in January of 1970. Again, the plans were declared inadequate by the Civil Rights Office.

Six new projects were initiated under Title I funding during the 1970-71 school year. Although new programs were implemented, the overall number

remained about the same. The Food Service Center opened in the newly created Community Education Center, formerly the Mathewson Junior High School. Food Service was partially subsidized through Title I funds, to reduce the cost to target area families.

A plan for compliance was finally accepted by the Civil Rights Office in April of 1971. The plan, which called for integrative busing, was scheduled to be operationalized during the 1971-72 school year. Several of the Title I programs addressed the issues of cultural awareness and human relationships. Preparation for complete desegregation was facilitated through these programs.

The 1971-72 school year was an extremely active year for the Title I project. Summer school activities reached a peak during the summer of 1972. Approximately 35 separate summer programs were conducted with a budget of about $400,000. During this period, an unofficial project goal was to initiate at least one new program each year. Innovative programs were often implemented on a trial basis during the summer session.

The Compliance Plan* was implemented during the 1971-72 year through two-way busing. Many Title I target area residents were fearful of losing Title I services when bused to non-Title I schools. Admininstration of the program was complicated by the dispersion of Title I participants throughout all public schools in the district. Concentrating services upon fewer pupils while maintaining the "follow the child concept" was a difficult task with the initiation of crossbusing. Unfortunately, Title I federal guidelines were not designed for desegrated schools. No guidelines were available that dealt specifically with the intricacies of crossbusing within a community.

For several years, the trend in Title I programs had been toward con-

* See the section on Desegregation for a more comprehensive discussion of the desegregation activities.

centrating more services on fewer pupils. Experience and evaluation both locally and nationally, had indicated greater gains when resources were concentrated on small target populations. Even in the early years of the program, this fact had been recognized. In its second annual report, the U. S. Office of Education had recommended concentration of effort:

> Programs that concentrate Title I funds on a limited number of children show much greater potential for success than fragmented programs which attempt to benefit a larger student population.

The advent of busing to achieve integration presented the Title I program with a contradiction in philosophy. The program was expected to concentrate services upon the most needy participants, while simultaneously following these participants all over the city. Long before the desegregation mandate in 1971, the pressure building from these demands was becoming evident. In a component of the 1967-68 Wichita ESEA Title I evaluation report, this problem was articulated:

> As long as Title I is categorical aid, severe administrative and instructional problems are created by the increasing emphasis and pressure to concentrate Title I programs on fewer children while ensuring that eligible pupils receive services in non-poverty area schools. It is virtually impossible to see that the program follows the child, while, at the same time concentrating on fewer children.
>
> Attempts to further desegregate schools demand that eligible children be encouraged to attend schools in non-eligible areas of the district. Such attempts lead to either resegregation of pupils in the new settings or the

dilution of funds to offer services to non-low income families.

Title I participants were increasingly attending schools outside of the target areas. Yet, these pupils were still eligible for Title I services previously offered only in target area schools. "Extended service" schools were designated. These schools were defined as non-Title I public or non-public schools in which Title I pupils were enrolled and were participating in a Title I funded activity. Establishing Title I programs in extended service schools served to spread the limited funds even more thinly. Although the size of the target population remained the same, it was less efficient to deliver services to a greater number of school sites. These problems were overcome, however, with little loss of service to eligible participants. One solution was to provide a Title I instructor to several schools, on a part-time basis to each school. In this manner, the smaller number of participants in each school was more efficiently served.

During the 1972-73 school year, three new projects or expansions were supported by Title I. However, uncertainty of funding was a major impediment to financial planning and management. This uncertainty inhibited new approaches and innovations, while the "continuing resolution" for funding maintained the status quo. One benefit resulting from the inaction by Congress was the deferment of any decision regarding the proposed curtailment of summer school and summer social services.

In August of 1973, Congress passed an amendment which resulted in the redistribution of Title I funds. Overall, Kansas schools received less federal money. However, the altered distribution formula favored large urban areas and areas with the most severe poverty, so the changes were not detrimental to the Wichita school district.

About this time, also, the U. S. Office of Education began using 1970 census data for computing population characteristics, rather than the outdated 1960 census data.

Out of 23 federally supported new projects initiated during the 1973-74 fiscal year, not one came under Title I jurisdiction. Funding restrictions, federal guidelines, and local experience supporting the case for concentration of effort had established a pattern of fewer programs. Corrective reading, traditionally a program of substantial importance, was given even greater emphasis. In addition, the budding mathematics program was expanded. Experience in compensatory education yielded data which supported the importance of early education. Therefore, programs for preschool and early primary pupils were given increased emphasis, also.

Another reason for restricting the scope of the programs concerned the increased importance that was being placed on accountability. It was expected that measurable gains could be shown to result from project participation. Achievement in instructional programs such as reading and math, lends itself to quantification much more easily than changes in artistic expression, for example. Although many programs were felt to be worthwhile, the benefits were not easily measured. In the movement toward increased precision in program accountability, the "qualitative" programs lost support in favor of programs in which participant achievement could be measured quantitatively.

The Educational Amendments of 1974 were passed in August of that year. This law (P. L. 93-380) had been under construction for two years and had a major impact upon the evolution of the Elementary and Secondary Education Act of 1965. The amendments pertaining to Title I of the Act included the following: expansion of parent advisory councils was mandated; experimental compensatory education studies were scheduled to be conducted by the National

Institute of Education (N.I.E.); provision for teacher training was more closely defined; studies were commissioned to identify Title I children; one-half percent was set aside on the national level for program evaluation.

The following school year, supportive components of the Title I program were eliminated. Following the trend of increased awareness of parental involvement, the Parent Education Aide Program (PEAP) was initiated. By this time, the scope of the project had been reduced to include only reading, math, preschool, and neglected and delinquent children's programs.

Management manuals designed cooperatively with the EPIC Corporation for the 1973-74 year were revised by the local administrators of the project. The management systems manual currently in use contains listings of the Title I project goals. The learner and activity oriented goals listed below give an overall view of the general project objectives:

LEARNER GOALS

1. To increase reading achievement for educationally deprived students in ESEA Title I target schools.
2. To increase mathematics achievement for educationally deprived students in ESEA Title I target schools.
3. To increase the level of positive response toward self, peers, school, and society by educationally deprived students and their parents in the ESEA Title I target schools.
4. To provide to ESEA Title I personnel inservice training in the areas of reading, mathematics, early childhood development, and the understanding of the disadvantaged student.
5. To provide preschool experiences for three and four-year-old Title I children.
6. To furnish supplementary educational experiences for children in institutions for the neglected and delinquent.

## ACTIVITY-ORIENTED GOALS

1. To develop and document detailed procedures for planning, implementing, coordinating, and evaluating the activities of the ESEA Title I projects in Wichita, Kansas:

    a. Corrective Reading Project
    b. Elementary Mathematics Project
    c. Three and four-year-old Preschool Project
    d. Programs in institutions for neglected and delinquent children

2. To identify activities that are considered critical to the effective operation of the ESEA Title I program and to document these activities in the form of administrative process objectives.

3. To specify the sequence of tasks, in the form of critical work activity systems, that must be accomplished in order to meet the identified administrative process objectives.

4. To specify the learner performance objectives and related process objectives for the ESEA Title I projects operating in Wichita, Kansas.

5. To specify the roles of ESEA Title I personnel in the form of job descriptions and task responsibilities.

6. To select highly qualified personnel to staff the ESEA Title I projects.

7. To involve parents and community members in the ESEA Title I program through the ongoing operation of parent advisory councils to assist in identifying needs and to provide recommendations concerning programs for ESEA Title I students.

8. To further involve parents in the Title I program through the organization of parent tutoring services, on a paid and a volunteer basis.

9. To develop and implement procedures to assess learner needs and to insure that those students demonstrating the greatest needs are identified for ESEA Title I program participation.

10. To provide materials and equipment best suited for optimum implementation of the program.

11. To identify realistic time lines for carrying on the administrative functions of the ESEA Title I Program.

12. To specify an effective system of communication for the ESEA Title I program through defining information channels:

    a. Internal Information Subsystem
        (1) Superintendent of Schools
        (2) School division personnel
        (3) Elementary school principals
        (4) ESEA Title I personnel

    b. External Information Subsystem
        (1) State Department of Education
        (2) Board of Education
        (3) Parent Advisory Councils
        (4) Community at large

13. To specify the systems through which activities occurring in the ESEA Title I projects are monitored.

14. To develop systems and procedures that will insure the continued success of the Wichita ESEA Title I program.

Specific process and performance objectives, critical work activities, and monitoring systems are elaborated in the management manual. The systems for management currently in use represent major improvements over earlier methods in the administration, implementation, and evaluation of Title I programs.

At the present time, the project consists of five major programs conducted during the regular term: Corrective Reading, Elementary Mathematics, Preschool Neglected Children, and Delinquent Children. The project emphasizes the instructional components of reading and math, rather than cultural or supportive programs which were provided in the past. Aides employed through the Parent Education Aide Program support the reading and math programs by providing tutoring services. In addition, summer school scholarships are supported by Title I funds. The Title I summer program is conducted under a contract method of administration. Title I funded scholarships provide tuition for Title I pupils to attend the local school system summer session.

Major Title I regular term programs combined employ a full time equivalent of about 57 certified instructors, plus 129 full or part-time instructional aides. Twenty elementary schools are considered to be target areas, although Title I programs are in operation in virtually all of the Wichita elementary schools. Although a much smaller number of pupils will participate in the project during the 1975-76 year than did in the spring of 1966, it is expected that the concentration of effort will result in much greater and longer lasting educational gains.

NATIONAL RECOGNITION

Several outstanding programs in the Wichita Public School System Title I Project have received national recognition. In 1966, the Wichita Title I project was the subject of an article in "A Chance for Change" magazine issued by the U. S. Office of Education. In this two-page article, the programs were described as "exemplary".

The Wichita Title I Project spawned the nationally acclaimed Keyboard Music project, which received attention in Congress, The National Observer, and Grade Teacher magazine. It was nominated for a National Education Association "Pacemaker" award. In cooperation with the System Development Corporation, the Keyboard Music project was subsequently developed into an automated and computerized program, for possible use throughout the country.

The Title I Preschool Program was selected regionally for a Multi-Agency Project (MAP) review in 1973.

Another major component of the Title I Project to receive wide-spread notice is the Elementary Mathematics program. It has been submitted for validation and has already been copied widely due to its structure and low cost.

Probably the most widely acclaimed of all the programs, is the

Title I Corrective Reading program. It was recognized by the White House Conference on Education in 1970, and National Advisory Council in 1972. In 1973, the Wichita reading program was selected as one of nine innovative projects to be presented at the Educational Fair in Washington. The program was chosen as a National Developer/Demonstration Project the following year. In 1975, it gained recognition from the American Educational Research Association.

Based on an intensive study of the Title I programs in 1974, the EPIC Corporation of Tucson, Arizona, cited the Wichita School System as one of the top five systems in the nation in compensatory education.

Thus, Wichita's Title I involvement in national research projects, dissemination of information, and planning and development of innovative and effective educational programs during the past decade has continued to enhance educational opportunities on the local, state, and national levels.

## COOPERATION WITH OTHER FEDERAL PROGRAMS

Throughout the course of planning Title I services, there has been a concerted effort to coordinate locally sponsored programs, ESEA projects, and other federal projects. Specifically, projects such as Head Start; Follow Through; Titles II, III, IV, and VI of ESEA; ESAA; Wichita Area Community Action Program, Inc. (WACAPI); and Wichita Area Vocational Technical School have all functioned cooperatively with Title I programs over the past ten years. By coordinating services from the various agencies, duplication is avoided and services are more efficiently distributed.

The Head Start program in Wichita began in the summer of 1965, with funds from the Economic Opportunity Act of 1964. During the summer of 1966, Title I supported a program for four-year-olds, similar to the O. E. O. Head Start program. The 1967 summer Head Start program was also supplemented

with Title I funds to provide for 100 additional pupils from target areas. As a matter of fact, the Kechi Child Development Center opened with Title I monies, although the center was operated under Head Start guidelines. A career development program, operated jointly by Wichita State University and Kansas State Teachers College at Emporia (now Emporia Kansas State College), furnished the majority of teacher aides at Kechi. This training grant was also subsidized by Title I. Again, during the 1968-69 school year, Title I kept the Head Start program functioning when funds from O. E. O. - C. A. P. were delayed.

The Follow Through program has received Title I support since its beginning in 1968. The Follow Through program is recognized as the first major desegregation effort in Wichita. Guidelines require that a specified portion of Title I funds be used to supplement the Follow Through grant. The Title I support is substantial and has been allocated primarily for instructional salaries and evaluation.

For three summers, from 1970 to 1972, the Youth Tutoring Youth program was incorporated into the Title I project. Initiated by a private non-profit organization, the program was linked to the Neighborhood Youth Corps in 1967. The Department of Labor funded the tutors' wages. However, the salaries of the coordinator, supervisory and associate teachers, and the cost of supplies were paid with Title I funds. All tutees were residents of Title I target areas.

About the same time, the Title I Primary Math program was organized. Originated and developed with Title I funds, it has since been used in the Emergency School Aid Act (ESAA) math programs. The ESAA funding provided the impetus for the development of a similar program in the upper grades, which subsequently became part of the Title I program, also. Thus, the two federal programs have benefited from each other in the development and implementation of these Wichita math programs.

Title I cooperation with other titles of ESEA has also strengthened the delivery of compensatory services to Wichita students. Library materials purchased under Title II have improved the resources available to Title I target schools. The Special Education Diagnostic and Resource Center funded under Title III, has provided intensive diagnostic and instructional services to hundreds of pupils in target areas.

COMMUNITY INVOLVEMENT

Not only have Title I services been coordinated with other federal programs, but also with local agencies, both public and private. Wichita State University has played a major role in the growth of the project. Individuals and departments have contributed valuable time and skills to the project's development. Most of the support from W. S. U. has taken the form of inservice training, symposia, workshops, and project evaluation. In addition, many other services have been offered in areas of program planning and development, and instructional methods. Title I and university personnel have established a very effective working relationship.

The text of the Elementary and Secondary Education Act clearly indicated cooperative planning between the programs under that act and the Community Action Program. In the past, the C. A. P. was invited to review Title I proposals and to submit suggestions. Through this type of program interaction, it was felt that the perceived needs of the project participants could be better met. Also, open lines of communication between the C. A. P. and the Title I project helped to reduce duplication of services to a minimum. At the present time, an O. E. O. funded community agency does not operate in Wichita.

Until the fall of 1974, supportive health services were provided by

Title I funds. During that time, many community and professional organizations worked with the Title I participants. The Medical Society of Sedgwick County, the Wichita Dental Society, the county health department, and the Child Guidance Center name only a few of the organizations which operated in Title I programs.

When cultural enrichment courses were included in the Title I project, program directors naturally took advantage of the many local cultural resources. Private foundations such as the Wichita Art Museum Foundation, the Wichita Art Association, and the Wichita Symphony Society were valuable sources of cultural enrichment. Field trips to performances and displays by groups such as these, provided rewarding experiences for the disadvantaged pupils.

The Title I project has provided services to children residing in local agencies and homes. For years, programs have been extended to children living in Maude Carpenter, Phyllis Wheatley, and Wichita Children's Homes. This year, children residing in the Methodist Youthville have been included in program activities. Delinquent children at the Lake Afton Boys' Ranch and Friendly Gables School for Girls have also been provided Title I services. Title I summer activities were especially important to the children in these institutions. In 1967, the counselors and directors awarded scholarships to attend summer classes. These scholarships were supported by Title I funds. Before 1967, no academic, remedial, or activities programs existed during the summer at Lake Afton, Friendly Gables, or Booth Memorial. Such summer programs were minimal in the other institutions. Counselors employed by Title I contacted pupils and parents in their homes and encouraged pupils to enroll for credit in summer school. Many pupils had lost credits as a result of their institutional placement. Pupils were also counseled and assisted in making arrangements to reenter regular classes in the fall.

Such use of counseling service was virtually non-existent prior to the Title I program.

One interesting recent development in the Title I project concerns the sharing of the Elementary Math Program with outlying communities. The Garnett Kansas, public school district has adopted the math program, and math consultants have provided training in the instruction and administration of this innovative program. In addition, a consortium of about five private Kansas colleges have requested consultation and training in this program for their teacher trainees. Those involved in the Title I math program are making rapid progress in the dissemination of these effective materials and skills.

The Title I project has made an impact upon the Wichita community in many areas. Cooperative efforts have strengthened both the Title I program and the organizations with which it has been involved. It is difficult to extract all of the specific Title I influences that have shaped the educational growth in the community. Title I has become an integral part of many private and public agencies and the related federal programs in Wichita.

SCHOOL SYSTEM INVOLVEMENT

The programs under Title I of ESEA have also had an impact upon the local educational agency. The Wichita Unified School District has assumed the responsibility for some programs and services originally funded through Title I. The remedial reading program provided 35 centers during the spring semester of 1966. In the fall of that year, when funds were cut back, the number of target schools was reduced from 34 to 24. The Wichita Board of Education, desiring to maintain the reading emphasis initiated under Title I, retained seventeen teachers, utilizing local funds. In the early years of the ESEA project, elementary physical education teachers were employed. Providing physical education teachers at the elementary level was a new concept for the Wichita schools. As the project became more concentrated

on reading and math programs, the physical education component was eliminated from the project. Through B. O. E. support, elementary physical education teachers are currently being reinstated in the system. Other areas of the school curriculum have changed due to the impact of Title I programs. As a result of Title I initiative, the social studies curriculum was expanded in 1967, to include a study of minority cultures. The Attendance Aides program initially employed six or seven attendance aides. It became evident that the program needed more professionally trained staff members. It gradually evolved into a social worker service. The Board of Education had to add social workers to the staff to maintain comparability. Social workers had not previously been a part of the system's service. Later, more social workers were supported under the Emergency Employment Act (EEA). The Board of Education gradually increased the number of social workers as the Title I social workers were decreased. Today the Board employs 21 social workers in the Wichita School System.

PRIVATE AND PAROCHIAL SCHOOLS

Throughout the history of the Title I program in Wichita, a cooperative working relationship has existed between the public and non-public schools. Non-public school children have participated in the Title I programs since the project began. The Wichita Board of Education has adopted the general guidelines concerning non-public participation, as outlined in the regulations published in the Federal Register. Representatives of non-public schools are asked to participate in program planning, development and evaluation. However, administrative control and supervision is solely the responsibility of the public school superintendent, and major operational decisions relative to the participation of non-public schools are made by the Title I Director. Non-public school supervisors work cooperatively with public school principals from neighboring schools. Services

and programs are apportioned according to the ratio of eligible non-public school pupils to eligible public school pupils. Personnel are assigned to the non-public schools, only with their full consent.

The content and scope of services extended to private and parochial schools has followed an evolutionary path similar to that experienced in the public schools. In 1966, the Title I project served approximately 1100 non-public school children. Most of the services took the form of buses for field trips, theater and symphony tickets, medical services, and milk programs. Approximately 180 non-public school pupils will receive Title I services during the 1975-76 school year. These services are mainly in the corrective reading and elementary mathematics programs.

PARENT PARTICIPATION

Parent participation in Title I project activities has increased steadily during the past ten years. During the early years of the program, the degree of parent participation varied among the different Title I projects. Some projects actively involved parents, and others incorporated very little parental involvement. In some service projects such as Health Services, and Guidance and Counseling, home calls were made to parents of the project participants. As part of the project evaluation, the Industrial Arts Home Improvement and Repair program solicited comments from the participants' parents, concerning the parents' appraisal of certain aspects of the program. The Head Start program partially funded through Title I, utilized parents as volunteers and aides. Parents actually participated in project activities through their attendance on field trips in the Cultural Enrichment program. Parents also participated in Homemaking classes; during the 1966-67 school year, over 100 mothers joined their daughters in the Homemaking Class activities. Fathers were also involved in the Title I programs. For example, one of the stated program objectives

of Industrial Arts was "To strengthen father-son relationships by cooperative endeavors in project work", thus emphasizing the importance of parent participation in that program. In the past few years, parents have become involved to an even greater extent in the Wichita project. This trend has been beneficial not only to the Title I project, but to the school system at large. Increasingly, parental interest and involvement is being recognized as an important and integral part of the educational process.

Parent Coordinator

A Title I Parent Coordinator has been employed to help increase the level of parental interest. The duties of the Parent Coordinator are varied, probably one of the most important being that of parent - Title I liaison. The Parent Coordinator plans the parental involvement program for target schools and communities. Developing public awareness of the need for parental involvement is a most important aspect of the position, also. The Coordinator provides project supervision for the Parent Education Aide Program (PEAP), which utilizes parent aides as part-time tutors for Title I pupils. In connection with the Parent Education Aide Program, the Title I coordinator plans and conducts inservice training for Title I principals, and preservice and inservice training for the parent aides.

Parent Advisory Council

Section 415 as amended by Public Law 91-230 required that each school district receiving ESEA funds develop a parent advisory council. To emphasize the importance of parent participation, the guidelines further stipulated that applications for Title I funds cannot be approved unless a parent advisory council is organized and operationalized during the course of project activity. The Wichita Parent Advisory Council (PAC) has played a part in the Title I program for several years; however, the

council has experienced increased influence upon the program during the last year.

The Wichita PAC is composed of one representative and an alternate from each Title I school. The representatives are selected by the school principal to serve on the council for one school year. Principals, teachers, social workers, counselors, community representatives, and others may serve as non-voting members. At least 51 percent of the voting membership must be composed of parents of children participating in a Title I program. The district PAC meets at least once each month. Copies of federal, state, and local guidelines are distributed to council members early in the school year to aid them in their advisory capacity. Council members have the opportunity to visit many of the programs at the school site, and are asked to participate in the appraisal of the Title I project. Copies of the evaluation report are also distributed to PAC members. Although the council is an advisory body, rather than a policy-making organization, input from council members dealing with various program concerns is considered carefully by program administrators.

Both at the state and federal levels, interpretation of the responsibilities of the district PAC is unclear. Clarification of the PAC role in program planning and evaluation is in progress. One issue raises the question of whether or not the PAC should exhibit greater influence upon the Title I programs. Until the role of the Parent Advisory Council is more clearly defined, the potential of the Title I parent component will not be fully realized.

Parent Advisory Committee

A more recent source of parent input has been attained through the development of individual school Parent Advisory Committees. The Educational Amendments of 1974 called for the establishment of parent councils in each

target school. In most cases, these parent committees are composed of at least five members. The majority of the members must be parents of participating Title I students. These school committees hold meetings at least three times per school year. Representation on the district PAC is drawn from these school parent committees. Input from Parent Advisory Committees is also welcomed, and usually takes the form of written recommendations to the district PAC, concerning various aspects of the Title I project.

In a few Title I schools, the Parent Advisory Committee has assisted the Parent Teacher Associations and the School-Community Advisory Committees, by taking over many of the parent responsibilities and assuming an even greater role in the activities of the school. In addition to serving in an advisory capacity, the committee members in some schools have formed teams with the Parent Aides and focused their attention on helping the children in the learning situation. All-day training sessions have been held for Parent Advisory Committee members. Under the direction of the Title I Parent Coordinator, the training sessions have provided parents with more information and skills, thus enhancing their contribution to the Title I program.

Parent Education Aide Program (PEAP)

One of the greatest sources of parent involvement has come from the Title I Parent Education Aide Program (PEAP). Initiated in 1974, PEAP employs parents of Title I pupils as part-time aides. PEAP was the first program to be developed in Wichita, expressly for the purpose of utilizing parents in the Title I classrooms. Responsibilities of the Parent Aides include individual or small group tutoring in reading and math, recruiting parent volunteers, and providing information and lines of communication from school to parent. Preservice and inservice training for Parent Education

Aides includes sessions with specialists in Title I reading and math programs, parent involvement, tutoring techniques, human relations, and general school policies and procedures. During the first year of operation, the program sponsored a total of ten workshops which were open to the public. These workshops were designed to offer parents the opportunity to participate in a variety of activities involved in the educational process. The response to these workshops has been encouraging and suggests untapped human recources in the form of interested volunteers. The Title I project is encouraging the use of more volunteer aides and fewer paid parent aides.

DESEGREGATION

The racial composition of school populations throughout the nation is a topic which has generated conflicting opinions for the past fifty years. Wichita has reflected the turmoil and trend of the national desegregation battle. In 1896, the Supreme Court ruled on the "separate but equal" doctrine for Negro schools. A few years later, the Kansas Legislation enacted laws permitting segregation in the schools. Wichita transported black pupils living in white districts to the Negro schools from 1914 until 1952, when the Board of Education passed a resolution declaring that the intent of the system was not to have segregated schools. Although the courts ruled against segregated schools in 1954, seven Wichita elementary schools were still predominantly black in 1968. These seven black elementary schools were all ranked in the bottom 10 percent of the Wichita schools in mean scores on the Iowa Test of Basic Skills (ITBS).

Restructuring of school boundaries in 1958, resulted in the creation of a majority black junior high school, Mathewson Junior High. However, in the fall of 1966, a new junior high school, Coleman Junior High, was opened. Boundary lines were again redrawn. At this time, the Mathewson attendance area was declared optional. Although about one half of the Mathewson students elected

to attend other schools, Mathewson remained almost totally black. In the spring of that year, Mathewson had been the recipient of over $36,000 in compensatory funds. A large part of the aid took the form of equipment and supplies. In an effort to improve the language arts and reading competencies of the Mathewson pupils, library books, audio-visual and remedial reading equipment, films, and related supplies were provided.

Early in February of 1966, the local chapter of the National Association for the Advancement of Colored People (NAACP) filed a complaint with the U. S. Office of Education against the Wichita system, alleging non-compliance with Title VI of the Civil Rights Act of 1964. During the next two years, officials from the Civil Rights Office visited Wichita to gather information. About this time, Wichita experienced some of the effects of the racial tensions that had been building both locally and nationally. Anti-busing advocates emerged: sporadic incidents of firebombing and brick-throwing occurred; bus tires were slashed.

In 1969, the Low Economic Area Problems (LEAP) Committee published a report of its investigation of 25 Wichita public schools. The LEAP committee had been appointed by the Wichita Board of Education to study the problems of education in the low-income areas. One of the LEAP committee conclusions describes that body's evaluation of the Wichita system at that time:

> We do not have equality of educational opportunity in Wichita. Despite efforts in recent years to provide compensatory education for the poor and minority groups, these children, though gaining slightly in achievement, are falling farther behind other Wichita children every

year. The advantaged students are deprived of the opportunity of preparing to live with different races and social classes. (pp. 13-14)

In January of 1969, the Board of Education adopted a Plan for Compliance. However, in March of that year, the Board was notified by a letter from the Office for Civil Rights, that the plan was still insufficient in regard to Mathewson Junior High and seven black elementary schools. Further negotiations and investigations ensued. The Board adopted the Principles and Plans for Continued Integration in January of 1970. Once again, the plan was found inadequate, and the Civil Rights Office threatened enforcement proceedings. A plan for compliance was finally accepted in April of 1971, to be implemented in the fall of that year.

The general guidelines called for a ratio of black to white pupils that falls between 50% and 150% of the black pupils, on the basis of total black elementary pupil population in the system.

Reassignments were necessary to achieve this racial balance in some schools. To accomplish reassignment, three methods, working simultaneously and supportive of one another, were implemented. The methods were termed "volunteer", "discretionary", and "random selection".

The initial thrust of the compliance effort was the enlistment of volunteers for reassignment. Major responsibility for the success of the volunteer plan fell to the elementary school principals and to the Parent Participation Committees which each principal helped to establish in his school community. Members of the Parent Participation Committees were given the task of canvassing the neighborhood to secure volunteers, orienting the community to the reassignment plan, and providing the leadership and assistance necessary in making the volunteer effort successful.

In conjunction with the volunteer method, it was determined that certain special programs and special education classes would be either retained or relocated such that district-wide integration would be enhanced. Programs such as Follow Through and classes for the Educable Mentally Retarded were involved in this discretionary component of the compliance plan.

Assuming that the numbers of children volunteering for reassignment would be insufficient to achieve the desired ratios, a random selection method of reassignment was designed. Using a pupil's birthdate in a lottery system allowed for selecting the remaining numbers of pupils necessary for balanced integration. Both black and white pupils were selected for reassignment through the lottery system. A Community Advisory and Monitoring Committee was established to monitor the random selection procedure and advise central administrative personnel involved in the reassignment process. The committee was composed of at least eight parents of elementary school children, plus at least one representative from the following agencies: Kansas Commission on Civil Rights, Wichita Urban League, National Conference of Christians and Jews, Community Planning Council, and Wichita State University Research Council.

In addition, a Special Transfer Review Committee was established to review requests for special transfer or special consideration relative to school assignment. If reassignment could be reasonably shown to result in extreme hardship for the pupil or his family, special consideration was given. The reassignment period lasted for no less than one school term. However, pupils were urged to complete their entire elementary school experience in the reassigned schools. The integration plan conformed to the feeder school concept. In other

words, once reassigned, pupils could continue into junior and senior high schools with classmates from their reassigned schools.

Although Wichita is still somewhat residentially segregated, complete integration of the school system has been achieved through cross-busing. However, this means that over 80% of the black students must attend schools outside their neighborhood districts. Both school faculties and pupil populations are integrated. The racial composition in the schools is more representative of the Wichita population at large, than it was ten years ago. The Wichita School System is probably the largest fully desegregated system in the nation.

Regardless of the inherent benefits of an integrated educational system, the adoption of the compliance plan and the resulting cross-busing program introduced logistical problems in the delivery of Title I services. Attendance at neighborhood schools had naturally concentrated services to low income pupils in a small number of schools. With the implementation of integrative busing came the dispersion of target area pupils throughout the school system. The "follow-the-child" concept of Title I services became a necessity, as the pupils began to be bused out of their neighborhoods. In addition to target schools, "extended service" schools were designated to serve the eligible Title I pupils who were relocated in schools outside the target areas. However, operating a program on a partial basis in a large number of schools has been more expensive than operating a program concentrated in a few schools.

Related Programs

As integration became a stronger issue, it became evident that preparation for the inevitable changes would be necessary. Human relations and cultural awareness workshops were planned in order for administrators and teachers to better cope with the racial mix which would result in previously racially and economically homogeneous classrooms. One such workshop, the Human Relations Seminar, supported by Title I funds, took place during the summer of 1969. For two weeks, Wichita State University staff members and 100 participants worked together in sensitivity groups. The participants were Wichita teachers of the culturally disadvantaged from all school levels. Also attending were professionals from institutions nationwide, who were knowledgeable in topics relevant to the disadvantaged.

Another Title I supported program which grew out of the increased local awareness of the special needs of the disadvantaged, was the Home-School Coordinator program. The principal of Ingalls Elementary School requested a Home-School Coordinator in the spring of 1969. Ingalls had been designated as a Title I target area school since the beginning of funding. The principal was concerned with the need for a person on the staff who could understand the problems of a majority black, economically disadvantaged school community. The main goal of the program was to provide better communication between school and immediate community. The program operated during part of the 1969-70 school year and during the 1970-71 school year. However, as the racial composition of Ingalls shifted due to cross-busing, the need for a Home-School Coordinator was diminished and the program was terminated in the spring of 1971.

Some programs focused on the teacher's role in meeting the needs of the disadvantaged. One such Title I program took place during the

summers of 1970 and 1971, with follow-up sessions later in the school years. Alternately called the Horace Mann Involvement Workshop and the Concentrated August Staff Training (CAST), the two-week workshop was aimed at increasing the awareness of conditions and cultures of the community surrounding one junior high school. Horace Mann Junior High School drew most of its students from an area which was largely commercial and designated economically disadvantaged. For a number of years, the pupils had exhibited a poor attitude toward school as reflected by the lowest attendance rates in the city and extremely low achievement levels. During the 1969-70 school year, the director of secondary education, the principal of Horace Mann, and the director of federal programs met and planned this summer workshop as an initial step toward the solution of these problems. A representative of Mid-Continent Regional Educational Laboratory (McREL) contracted to plan the workshop content. The Horace Mann staff was selected as the major change agent in the program. Participants also included community businessmen, area parents, a minister, a WACPI representative, a social worker, judges, a policeman, a member of the Black United Front, and a member of the Brown Berets. These members of the community were invited to participate in sessions appropriate to their interests. Results of the program were generally inconclusive. Neither pupil achievement nor attendance rates was significantly improved. The major changes seemed to be an improvement in staff attitude and an increased cohesiveness. It is possible that over a longer time span, this change in teacher attitudes will have a greater impact upon the students.

Another such workshop, the Professional and Paraprofessional Staff Training (PPST), was held for one week during the summer of 1970. This

program was designed to help teachers meet the special needs of black elementary pupils. The faculties from the seven black elementary schools met to plan for the coming year and to receive an orientation to the use of materials and equipment designed to improve curriculum.

Still another program aimed at minority groups, focused on the pupils rather than the staff. In response to concerns expressed to the Board of Education about the needs of minority and underprivileged students, the Title I Secondary Neighborhood Counseling program was initiated. This ten week summer counseling program was available to public and private school students, and youth who had left school. One professional counselor and one paraprofessional staffed a counseling office for a total of twelve hours per day. The counselors spent the first two weeks contacting individuals and groups in the community who might be in a position to make referrals: the Neighborhood Youth Corps, the YMCA, the local teenage center, the county health department, social service workers, churches, and others. The community groups gave unqualified support to the program, however few youth took advantage of the service. The poor location of the office was probably partly responsible for the lack of participation.

During this period of confusion over integrated schools, compliance plans, and cross-busing, programs supported by Title I funds helped to smooth the way by offering insight and skills in the area of interpersonal relations. Resistance to change of any kind is great. The above-mentioned Title I programs, among others, helped to ease the stress that accompanied growth and change. The awakening of public awareness which spawned the Elementary and Secondary Education Act also led to the demand for equal and integrated classrooms. Although the implementation of a plan for desegregation caused friction in some areas, this friction was lessened

through the efforts toward improved human relations, made possible through the resources of Title I.

COMPARABILITY

On April 13, 1970, Congress passed Public Law 19-230, requiring that local educational agencies collect and submit data supporting the fact that the Title I and non-Title I schools were actually comparable in personnel, programs, and materials, outside the federally funded programs. Since federal funds received under Title I were designed to supplement the existing educational services and programs, comparability reports became required to show that Title I programs were actually compensatory and not merely a replacement for locally supported programs already in existence in the district. Before this legislation was enacted, school districts gave assurance that programs were compensatory, but no formal report was requested. The process of determining comparability has become an integral part of the Wichita Title I project. Methods and guidelines for determining comparability have changed somewhat since 1970, but the basic structure remains the same.

Until the fall of 1974, comparability figures were obtained largely by hand, through the use of an Olivetti programma 101 desk calculator. Programs written by the research staff proved extremely helpful in calculating comparability. However, the Olivetti program was limited and time consuming. In 1975, with the installation of the IBM 370 computer, the research department was able to write and put into use, a FORTRAN computer program which reduced actual report calculation time from about eighty hours to under two minutes. At the same time, the accuracy of the report was greatly enhanced.

The determination of comparability is based on the ratio of enroll-

ment to full time equivalent staff for each school. Each ratio for Title I schools is then compared with the non-Title I schools' average ratio. Each Title I school must have a ratio which is not greater than the average non-Title I ratio, within a 5% allowance. In calculating the ratios, preschool pupils are excluded from the figures. Preschool and federally funded teachers are also excluded. In addition, other sections of the comparability procedure deal with per pupil expenditures for instructional salaries and instructional materials. These areas, too, must be shown to be comparable between Title I and non-Title I schools.

As soon following the release of the September 15 official enrollment as possible, a preliminary determination of comparability is made by the research department. If staff adjustments are necessary to achieve comparability, they are made at this time. A report substantiating comparability between target schools and non-target schools must be filed by December 1 in order for funding to continue for that school year. Although only one official comparability report is filed, calculating comparability figures is a continual process and checks are constantly being made to assure continued compliance with comparability guidelines. External checks on the validity of the LEA's comparability report take the form of audits conducted by the federal agency. Wichita's last external audit was during the spring of 1973. Wichita's Title I schools have conformed to the comparability guidelines every year since 1970, when Congress first authorized the filing of comparability reports.

ACCOUNTABILITY

In these times of alternative education and innovative programs, the area of accountability is becoming increasingly important. Educa-

tional accountability measures help to assure that program objectives are, in fact, being met. In order to assure accountability in the Wichita Title I program, the school district called for the development of a systems management manual. Designed cooperatively with the EPIC Diversified Systems Corporation of Tucson, Arizona, the management manual provides an organized view of the system and a methodology for effective working relationships.

The system operates by a "management by objectives" method. In the 1975-76 Systems Manual for Management of the ESEA Title I Program, management by objectives is defined as,

1. the specification of objectives to attain activity-oriented and learner goals, and
2. the development and implementation of a plan to monitor and evaluate the specified objectives.

The manual contains systems documents such as organizational charts, work activities, job descriptions, and monitoring systems. In addition to the program management system, an evaluation plan was developed to aid in defining the performance and process objectives and in assessing the attainment of those objectives. The Systems Manual for Management provides a management design for systematically planning, organizing, operating, and evaluating the Wichita ESEA Title I program.

Successful implementation of this management system of accountability for Title I was achieved during the 1973-74 school year. The manual was later revised for the 1975-76 school year. The system is an effective and impressive one. By the middle of its first year of implementation, several inquiries concerning the management system

had been received from such cities as Atlanta, New Orleans, and Des Moines.

In subsequent years, modified Title I accountability models were extended to other programs and divisions. Thus other local operations and other communities have benefited greatly from the groundwork laid in the Wichita Title I program in the areas of accountability models and systems management.

Wichita's efforts and insight in developing this management system were lauded by the National Director of Title I. The United States Office of Education took into consideration the possibility of initiating similar accountability models in all large school systems which receive Title I support. Much of the success of the model was credited to the establishment of challenging objectives by the various personnel involved in all phases of the program: planning, development, implementation, and evaluation.

RESEARCH AND EVALUATION

Research and evaluation is an integral part of the Wichita Title I program. The research design prepared for the first semester of project operation in the spring of 1966, was a cooperative effort between the public school research staff and personnel from Wichita State University. Evaluation reports have been prepared yearly since 1966, by the school district research department. In addition to the yearly reports, special topic reports are published as the need arises. The research staff works in conjunction with project directors in the development and revision of program and performance objectives, survey and test instruments, and evaluation designs.

At the national level, evaluation has been stressed also. In

1967, Public Law 90-247, amending the 1965 act, instructed the U. S. Commissioner of Education to report annually on the effectiveness of ESEA programs. Since that time, a number of Title I funded national studies have been conducted. Evaluation is a continual process.

Time is required for programs to become established and for the accumulated results of several years of compensatory programs to become evident. Major improvement in achievement levels is not obtained quickly. Despite the proven high quality of programs and instruction, the final proof of the project's worth seems to lie in the results of achievement test scores. Are those pupils involved in Title I programs performing better than they have in the past? Is Title I making a visible impact upon the pupils' achievement levels? How large is the difference between the test scores of Title I and non-Title I pupils?

In an effort to answer the above questions, comparisons were made between Title I and non-Title I pupils' achievement test scores obtained over the past ten years. However, caution should be taken when making comparisons of this kind. Disadvantaged pupils begin school with educational and cultural deficiencies. To compound the problem, disadvantaged pupils usually do not make yearly gains as great as their more advantaged classmates. In a study published by the USOE entitled, The Effectiveness of Compensatory Education, Summary and Review of the Evidence, it was discovered that for large city populations, a gain of 0.8 in grade equivalent per year is the most which can be expected from disadvantaged children. This is not to say that greater gains are impossible, only that 0.8 grade equivalent gain is the norm for the disadvantaged. So, we have pupils who start school behind the other children, and who are likely to fall further behind as their school careers progress. These are facts which

should be kept in mind when comparing achievement scores of Title I and non-Title I pupils.

The graphs on pages 51 through 58 show comparisons of mean test scores between Title I and non-Title I schools. The mean levels of achievement scores are derived from measures obtained on the Iowa Test of Basic Skills (ITBS). The data are analyzed by subtests of Reading, Vocabulary, Language, and Arithmetic. Each solid oblique line represents the expected progression of test scores, assuming that grade equivalent scores accurately represent actual grade and month placement. For example, one would expect third grade students to achieve a mean score of approximately 31 when tested in September and a mean score of about 38 if tested again in April, seven months later. The Title I schools' mean scores were obtained by combining mean scores for every Title I School. The Title I schools' mean scores were then subtracted from the system means, to obtain non-Title I means. The means were weighted to account for differences in population sizes.

Additional factors should be considered when studying the following graphs:

1. 1964 ITBS norms were in use until the 1971 testing period.
2. The ITBS test was renormed in 1970. Beginning in 1971 and thereafter, 1970 ITBS norms were used.
3. From 1965 through 1972, ITBS tests were administered during October of each school year. However, the test administration date was changed to April during the 1973-74 school year. Thus, no test scores are reported for calendar year 1973.
4. The Title I designated schools changed from year to year. Also, although it seems that the graphs chart groups of

Figure 2

COMPARISON OF IOWA TEST OF BASIC SKILLS -- VOCABULARY
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1965-1971)

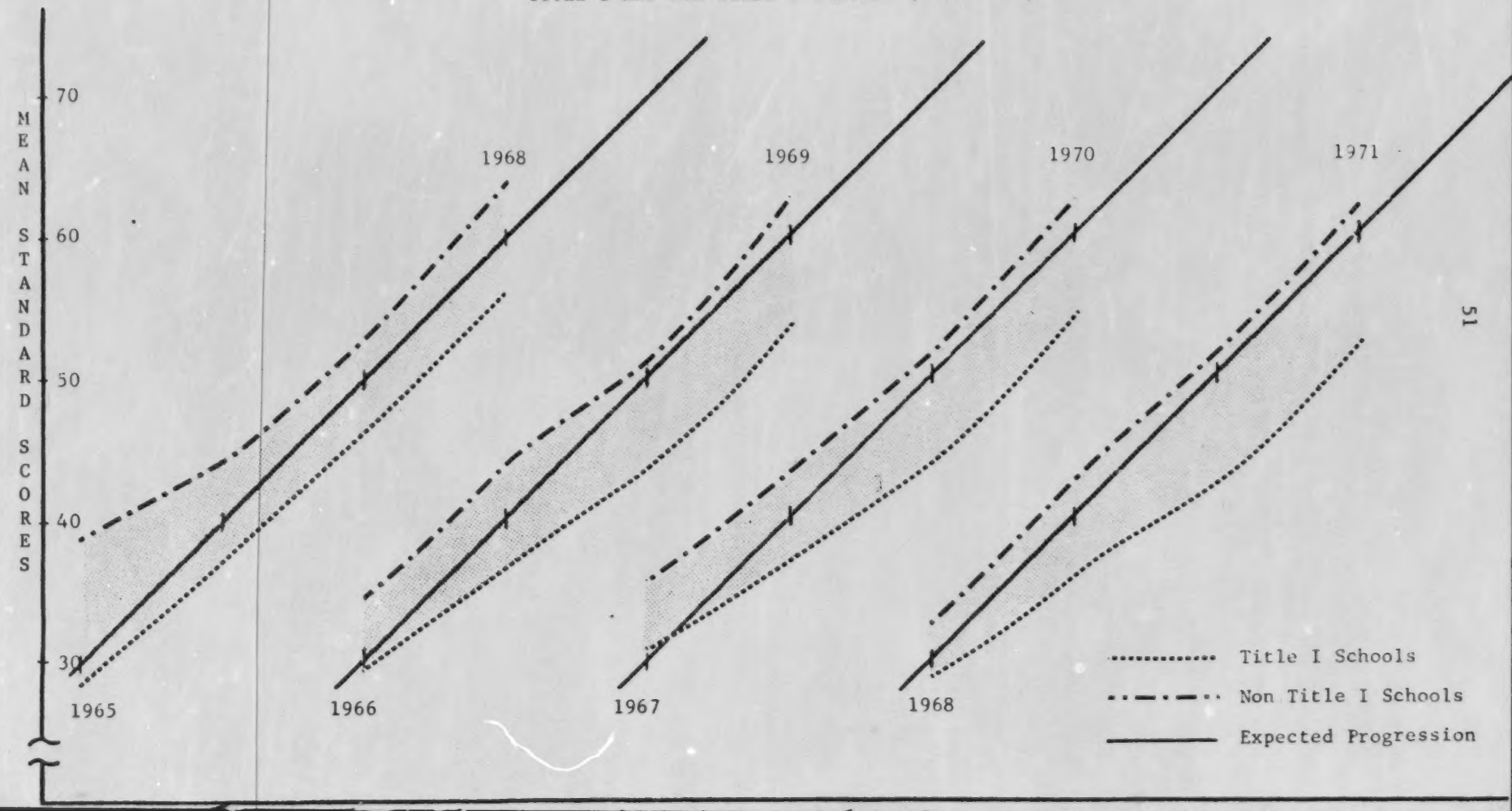


Figure 3

COMPARISON OF IOWA TEST OF BASIC SKILLS -- VOCABULARY
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1969-1975)

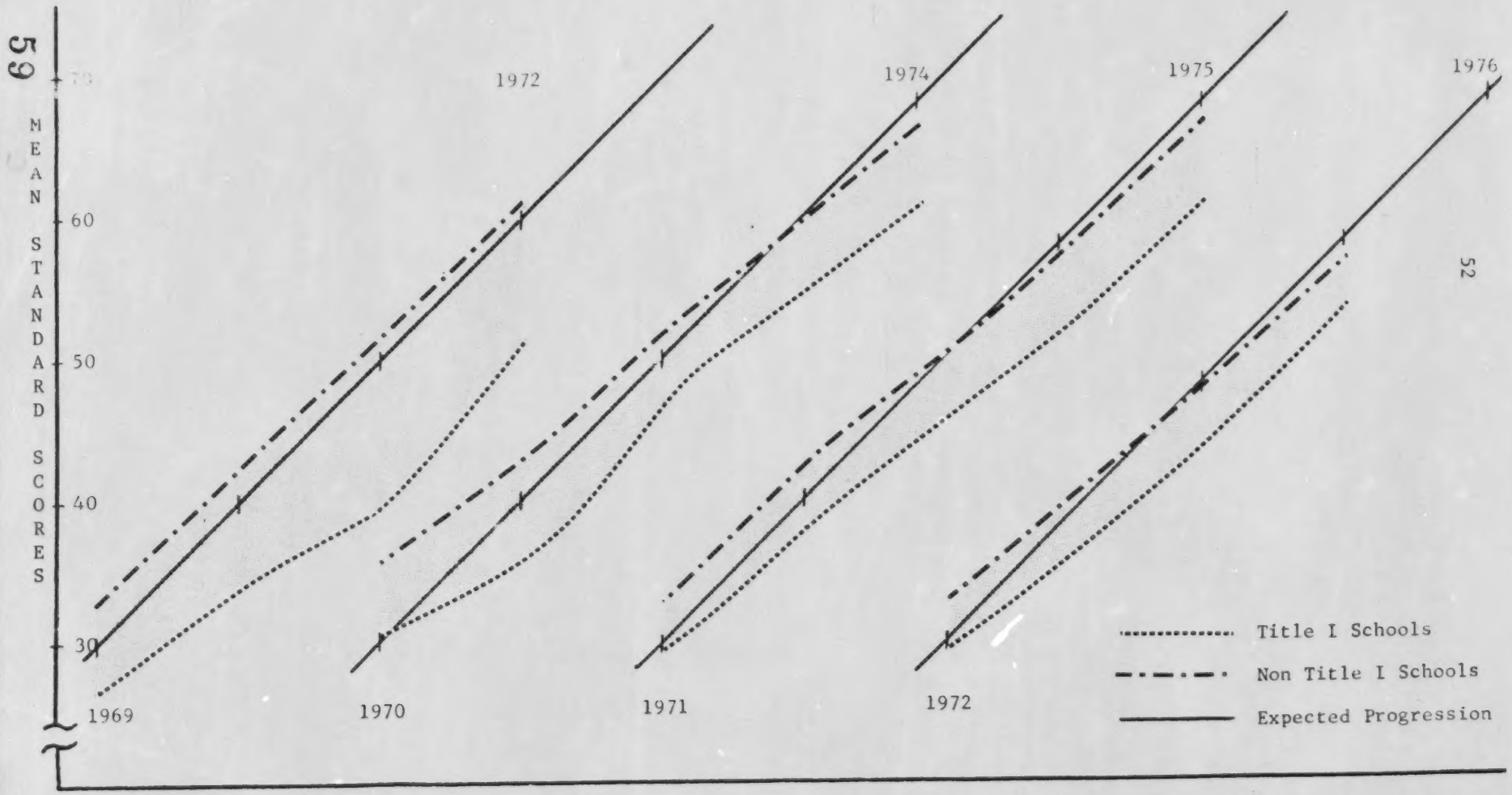


Figure 4

COMPARISON OF IOWA TEST OF BASIC SKILLS -- READING
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1965-1971)

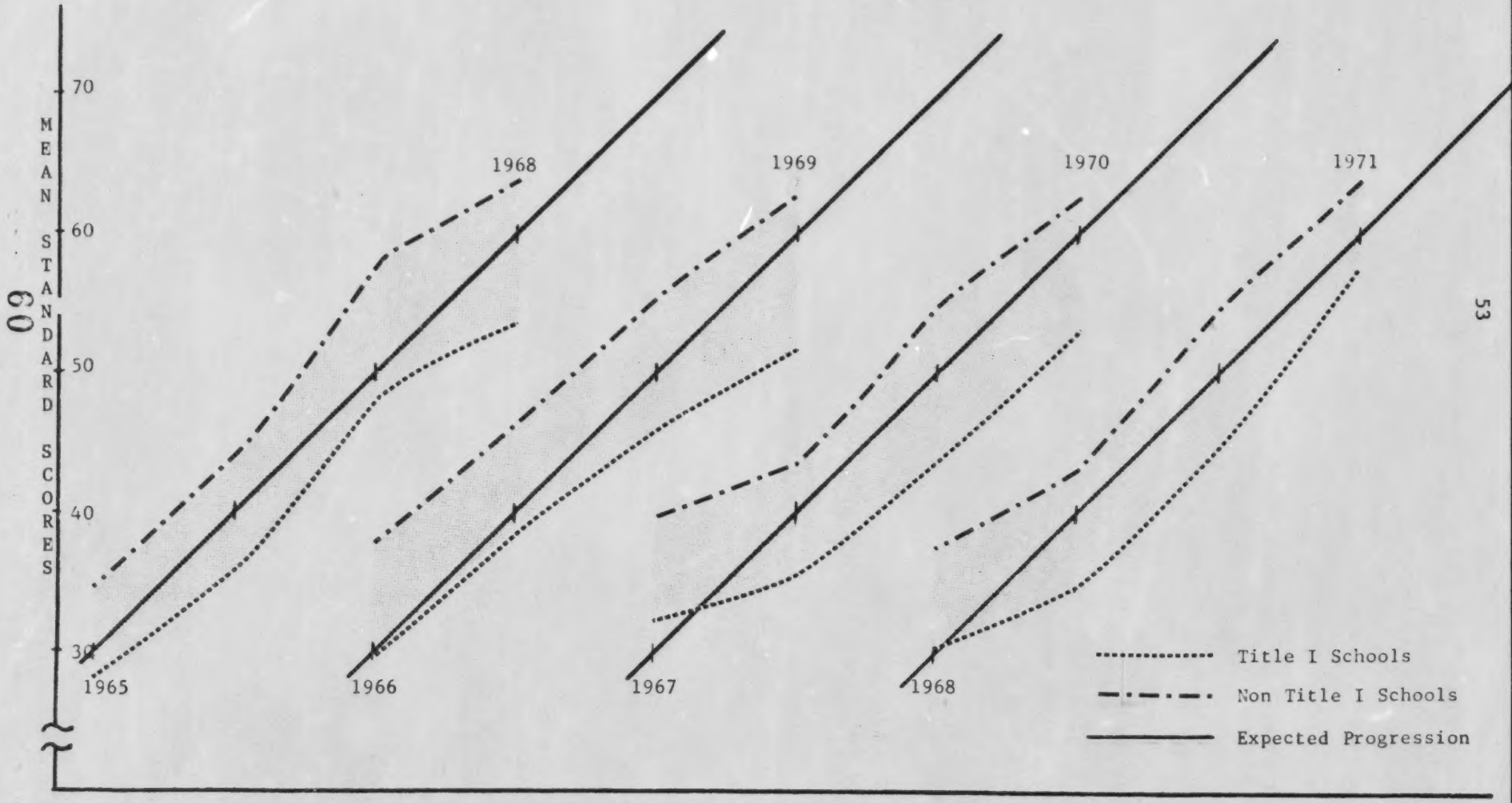


Figure 5

COMPARISON OR IOWA TEST OF BASIC SKILLS -- READING
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1969-1975)

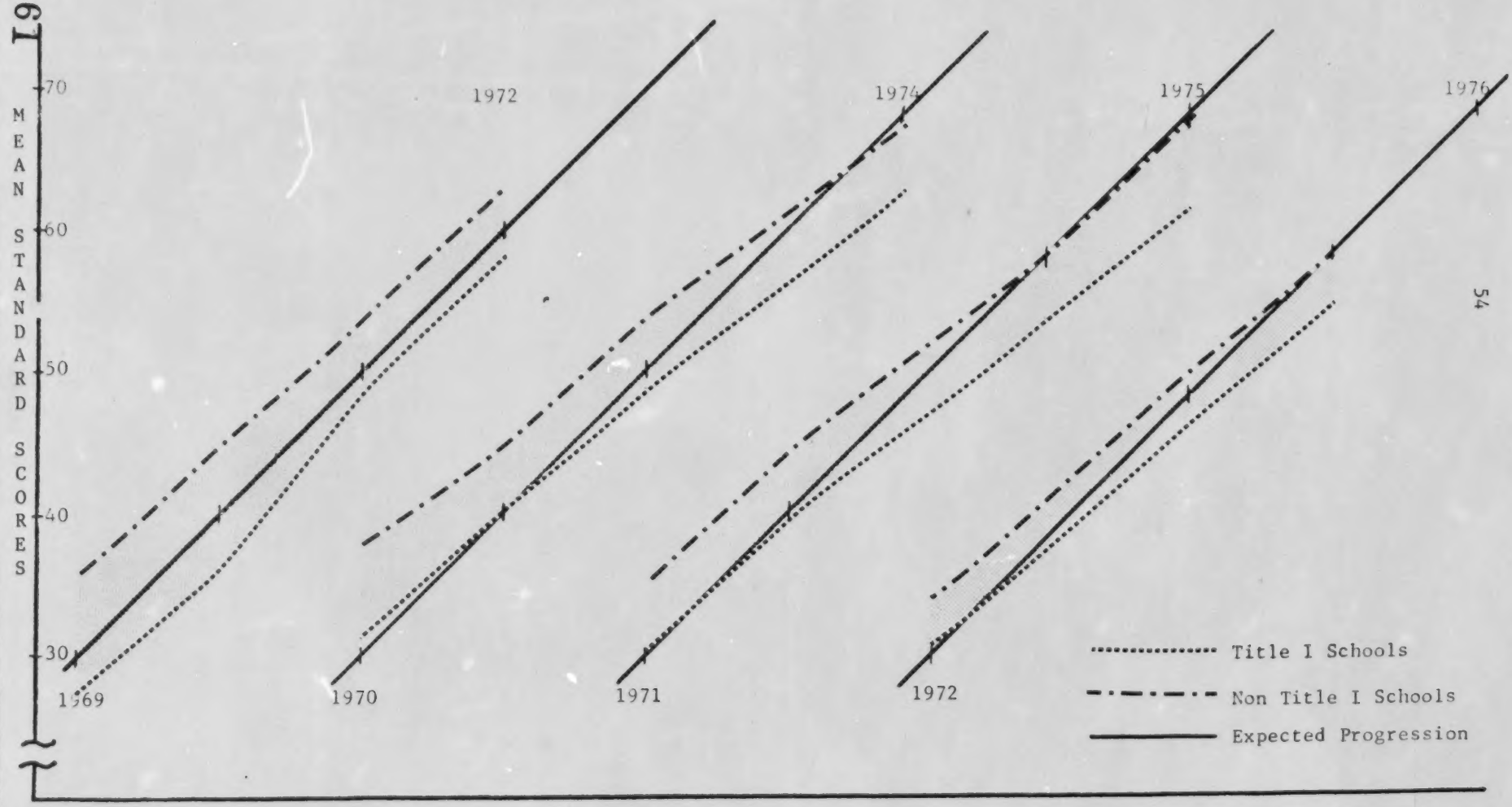


Figure 6

COMPARISON OF IOWA TEST OF BASIC SKILLS -- ARITHMETIC
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1965-1971)

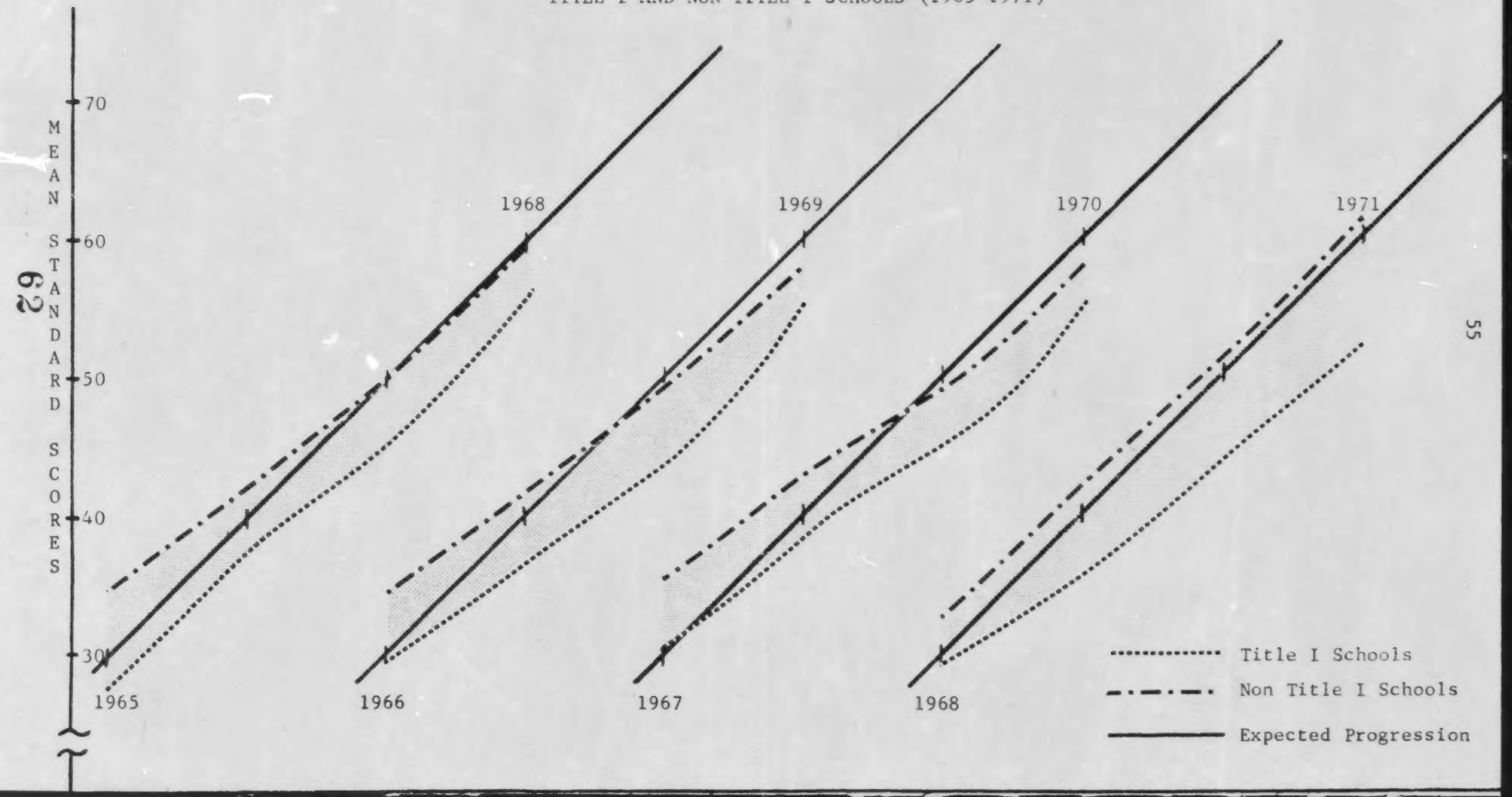


Figure 7

COMPARISON OF IOWA TEST OF BASIC SKILLS -- ARITHMETIC
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1969-1975)

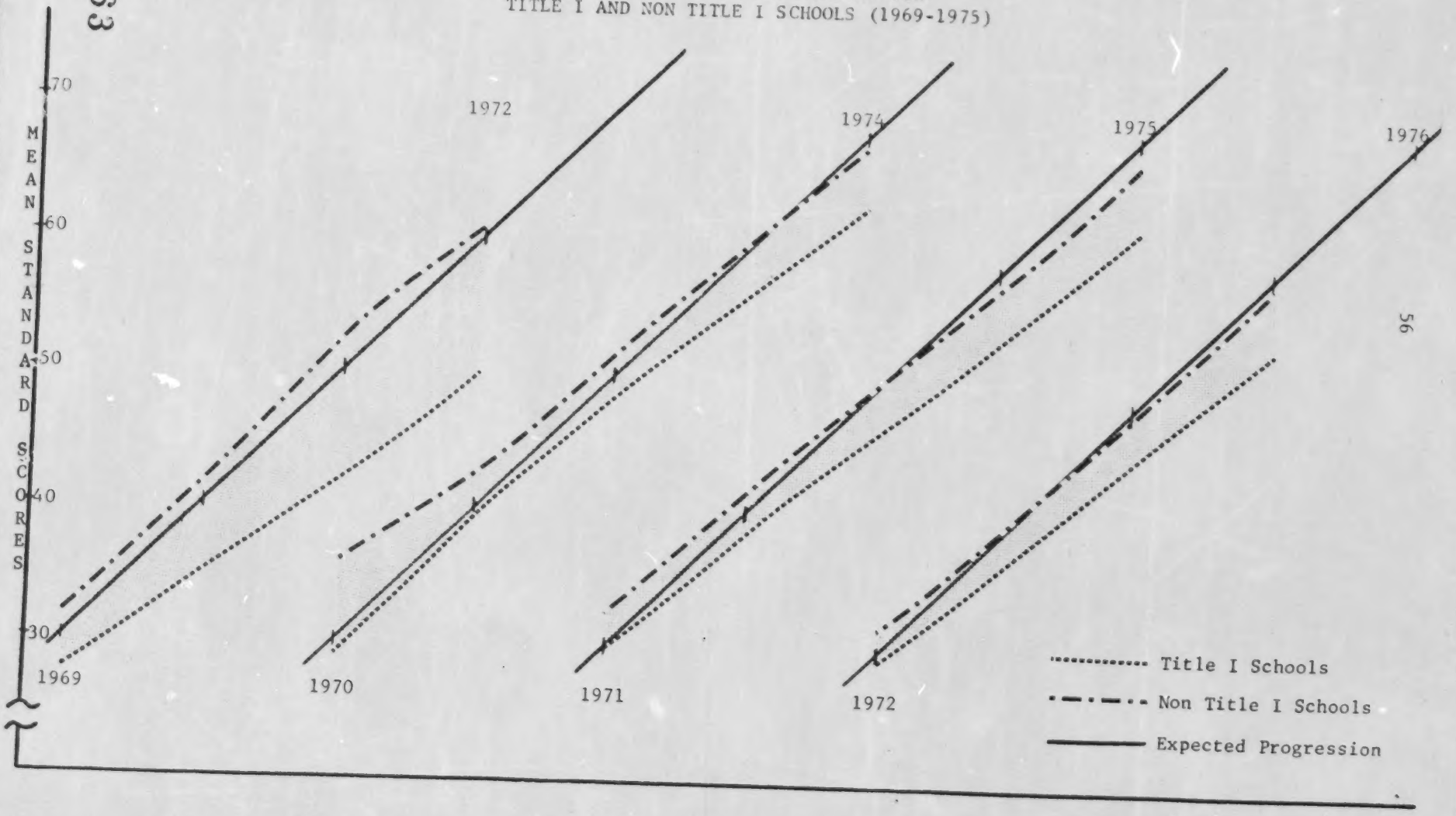


Figure 8

COMPARISON OF IOWA TEST OF BASIC SKILLS -- LANGUAGE
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1965-1971)

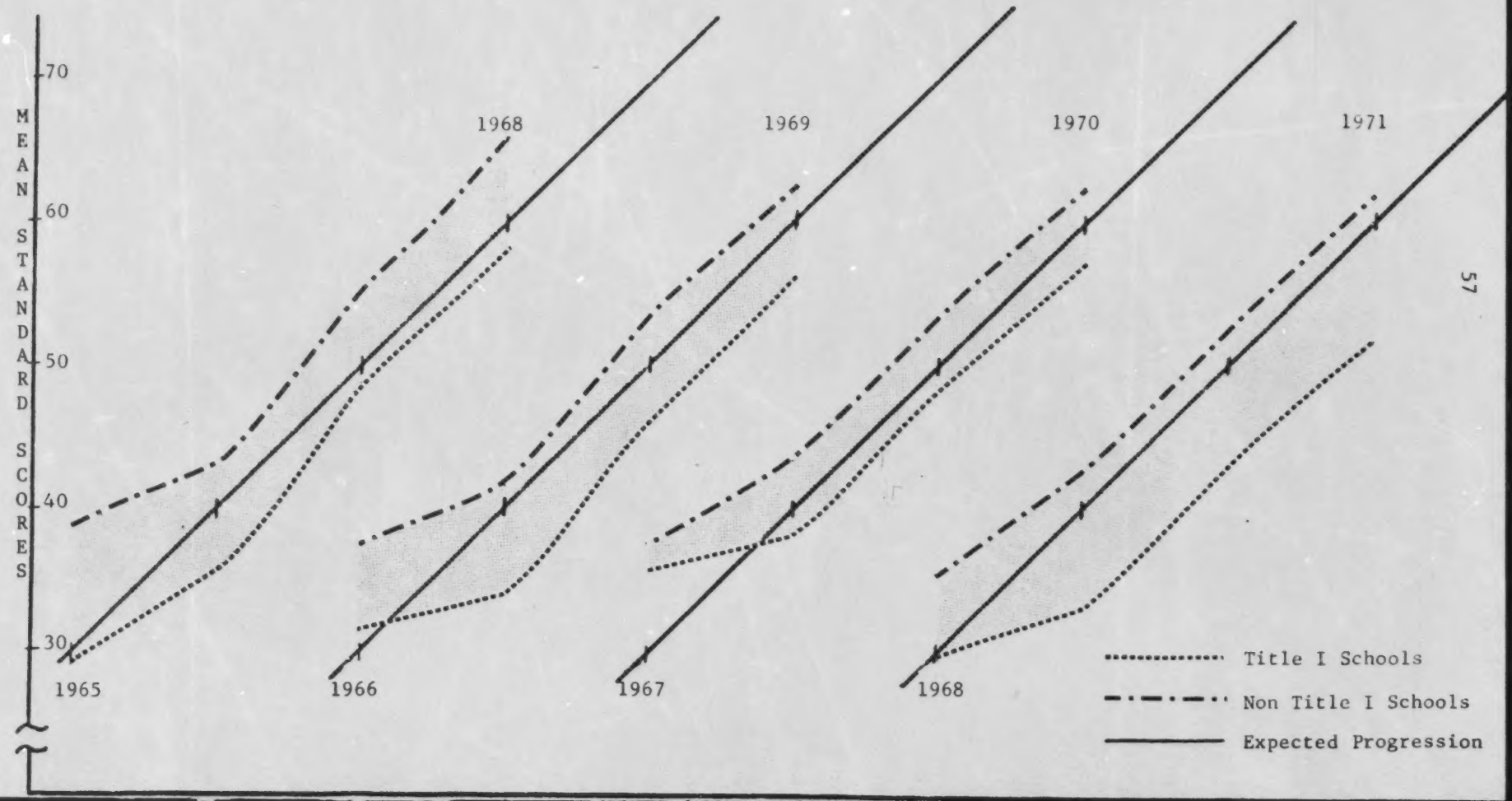
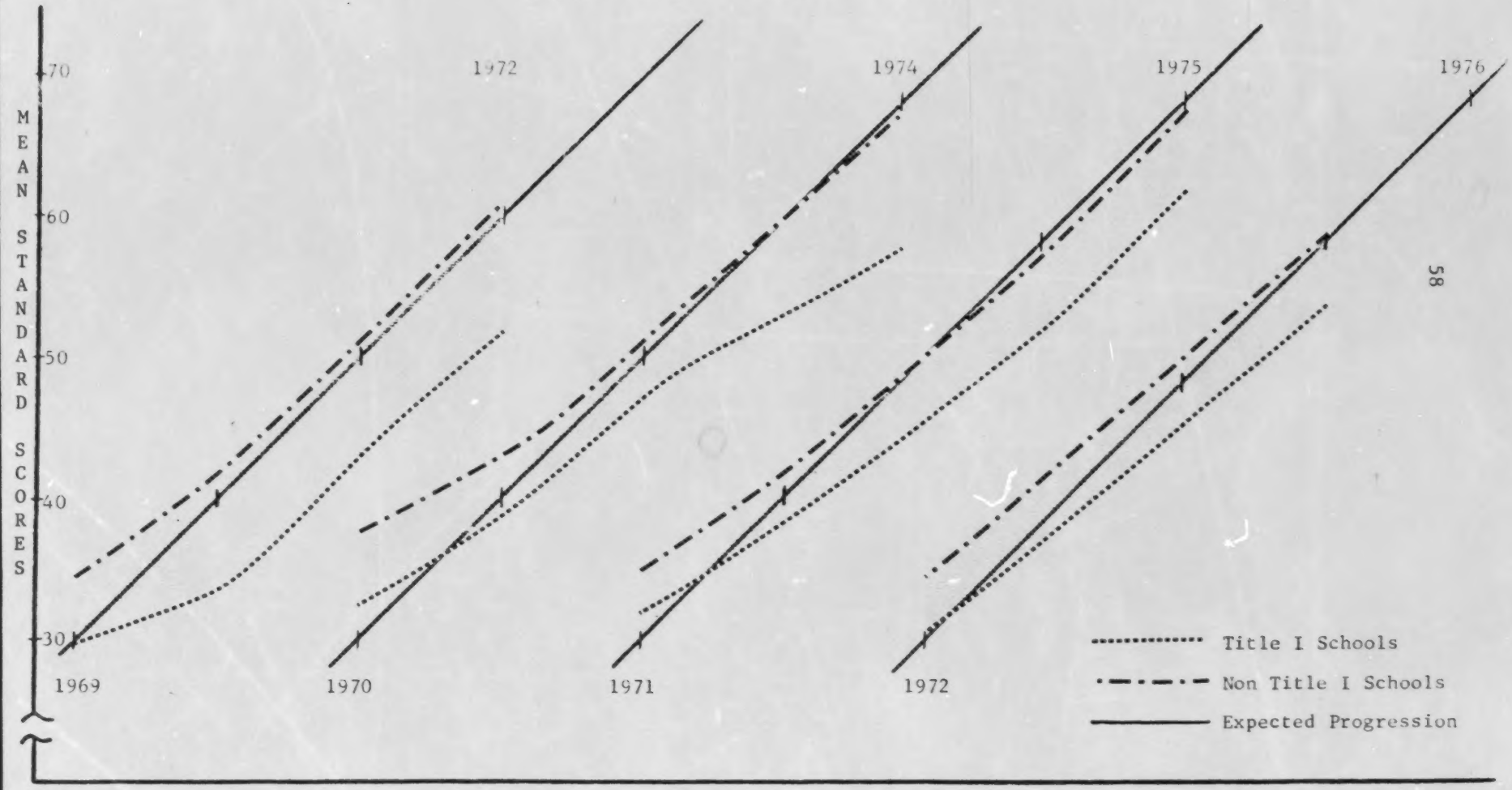


Figure 9

COMPARISON OF IOWA TEST OF BASIC SKILLS -- LANGUAGE
PROGRESSED OVER FOUR PERIODS FOR
TITLE I AND NON TITLE I SCHOOLS (1969-1975)



pupils from the third through sixth grades, the group composition - due to high mobility, busing, and program changes - is not exactly the same from year to year.

5. The Compliance Plan was first implemented during the 1971-72 school year.

As can be seen in the graphs, one characteristic common to all the subtests is the tendency during the last five years for the non-Title I schools' means to converge toward the expected grade equivalent scores. Also indicated, is the tendency for Title I schools to more closely parallel the achievement of the non-Title I schools. In general, the differences in mean achievement scores between Title I and non-Title I schools are decreasing. The test results are encouraging. Although Title I pupils consistently score lower than pupils from non-Title I schools, the Title I deficit is not increasing at the pace which might be expected.

Busing, per se, does not appear to have had a noticeable effect upon the achievement scores compared here. Drastic changes in the progression of scores do not suddenly appear during the 1971-72 school year and following years. Other local studies (Rankin, 1973; Silvertooth, 1974; Turner, 1972) have concluded similarly, that busing did not have a significant nor differential effect upon the academic achievement of Wichita students.

How do the achievement scores of the Wichita Title I pupils compare with those of Title I pupils nationwide? In a recent General Accounting Office (GAO) survey of Title I programs in 15 districts in 14 states, state education officials reported that over 50 percent of the Title I reading program participants had made gains above the national average. In Wichita, the gains in reading level were comparable. The 1974-75

Title I Evaluation Report indicates that over 70 percent of the participants in the reading program achieved the performance objective of 0.8 month gain in grade equivalent scores for every month of program participation. Evaluation results cited in the GAO report show average statewide gains of approximately 0.9 of a year's growth for every year of participation in reading programs in the states surveyed. The evaluation report for the Wichita Title I reading program shows an average gain from 0.8 to 1.3 of a year's growth for the 1974-75 school year.

When compared to ITBS achievement scores from 1968, the 1974-75 scores again are promising. In 1968, the Title I schools' mean scores showed an average gain of 7.7 months per year. This figure is lower than even the lower boundary of the range in gains achieved last year by Title I reading students. Title I pupils in the Wichita program are making great strides toward closing the gap between their performance level and that of their more advantaged classmates.

N. I. E. PROPOSED DEMONSTRATION PROJECT

In its continuing commitment to quality education through responsible evaluation and change, the Wichita system has initiated planning for a demonstration Title I project. The Education Amendments of 1974 provided that the National Institute of Education (N.I.E.) conduct demonstration projects in order to determine more efficient utilization of Title I funds. Twenty-seven project proposals were submitted to Washington from districts across the nation. In June of 1975, Wichita was notified that it had been selected as one of sixteen projects to receive a year's grant for the purpose of planning a demonstration project. Findings from these demonstration projects will be presented to Congress prior to the reauthorization

of ESEA Title I. The State of Kansas has enthusiastically supported the Wichita N.I.E. Proposal, and has stated confidence in the ability of the district to implement the demonstration project.

The Wichita School System has chosen three major demonstration topics which seem most relevent to the task of initiating changes in the local Title I project. These topics consist basically of (1) shifting to a basis of educational need and away from the dual criteria of poverty area plus educational need, (2) servicing more schools, and (3) servicing more children.

Under the first topic, that of changing to an education criterion only, it is hoped that a more complete coverage of low-achievement pupils will be attained. Although the correlation between students presently being served and those to be served under the N.I.E. proposal is high, the use of the student achievement criterion only, will increase the population to be served by approximately twenty-five percent. Since the Wichita school system is desegregated through busing and scattered low-income housing, more efficient delivery of compensatory services can be achieved when programs are not limited solely to the intensely impoverished areas.

Secondly, the N.I.E. project proposes to increase the number of schools receiving Title I funds and services from the current base of twenty, to the total number of seventy-seven elementary schools. This procedure will effectively decrease the degree to which funds are concentrated in the small number of schools which are presently eligible as target areas.

The third topic, that of increasing the number of students served, will follow automatically, the first two major changes. By increasing the number of schools served, and establishing the sole eligibility criterion

as low-achievement, a greater number of students will be served by the Title I services.

It is anticipated that dollar allocations will be held stable, except for inflationary increases, under the new proposal. An individualized program will allow for continuous entry upon diagnosis and continuous exit upon achievement of performance objectives, therefore allowing for a greater number of participants at a lower cost per participant. Plans call for project implementation during fiscal 1977 and continuing through fiscal 1978, pending approval by the community, and administration at the district, state, and national levels.

## CONCLUSION

Title I under the Elementary and Secondary Education Act of 1965, has had a major impact upon the Wichita community. Over the past ten years, approximately $15 million has been allocated to the Wichita project. The Title I project is the largest of approximately 49 federally supported educational programs presently operating in Wichita.

Over 25 separate regular term programs have been implemented during the past ten years. Forty-eight major programs and training workshops have been conducted during summer sessions. Very few of these innovative programs were in operation prior to Title I funding. Although the scope of this report prohibits inclusion of detailed program descriptions, a major listing can be found in Appendix C. Complete program descriptions are published annually in the local ESEA Title I Evaluation Report.

The Title I project has been credited with providing impetus for the local establishment and development of a separate research department. Monitoring and evaluating Title I programs demanded the resources of a sophisticated research organization. The original two-member staff was

funded with federal monies; a large percentage of the research staff is currently involved in Title I program evaluation.

Title I programs have also enhanced staff development. Many Title I inservice and preservice activities for instructors, specialists, and administrators have aided the professional growth of local educators.

Title I could be considered the research and development force in the educational system. Operating in much the same manner as the research and development department of a large corporation, the project has supported development of effective new programs which have subsequently improved the entire system. Several innovative concepts initiated by the Title I project have been adopted by the local school system. For example, the Title I project initiated a study of minority cultures, and subsequently similar studies were included in the district's social studies curriculum. When the number of target area schools was reduced in 1966, the number of Title I Corrective Reading teachers was also reduced. The local school system, desiring to maintain the reading emphasis initiated under Title I, retained 17 of these Corrective Reading teachers, utilizing local funds. The utilization of social workers in the Wichita schools was a direct outgrowth of a Title I funded social work program. The services of elementary physical education instructors were reinstated following the success of a Title I program utilizing physical education instructors at the elementary level. Title I funding has enabled the development of innovative programs such as the Elementary Mathematics program which has been adopted by other projects in non-target schools within the district. As illustrated in an earlier section of this report, many outstanding Title I programs have received national recognition.

The project has functioned cooperatively with many community programs and agencies. Local institutions serving neglected and delinquent

children have profited from Title I services. In the past, medical associations have cooperated with Title I programs in the delivery of health services to disadvantaged pupils. Cultural arts associations have provided opportunities for the cultural enrichment of Title I pupils.

Cooperative relationships have developed between Title I programs and other federally funded programs. During the past decade, the Title I project has coordinated with the Head Start program, the Follow Through program, the Neighborhood Youth Corps, the Community Action Program, programs under the Emergency School Aid Act (ESAA), and programs under other titles of ESEA, to name only a few. Through cooperative relationships such as these, the Title I project has contributed greatly to a comprehensive, unified approach to compensatory education.

The achievement gains exhibited by Title I participants are proving the success of the project. The most recent ESEA Title I Evaluation Report (1975) of the Wichita programs indicates average gains ranging from 0.8 to 1.3 of a year's growth in reading skills (as measured by the California Achievement Test) for Title I participants during the 1974-75 school year. The same report shows that 82.6 percent of the 1,868 participants in the Title I Elementary Mathematics program met or exceeded the stated performance objectives during the past year. ITBS scores over the past ten years, as represented by the graphs presented earlier in the present report, indicate that pupils in Title I target schools are narrowing the educational gap between their achievement levels and those of the less disadvantaged pupils in the city.

The past ten years of Title I involvement in the Wichita community has truly been a "decade of progress". Progress has been evident within the project which has resulted in benefits to the entire community. The Title I project has heightened local awareness of the needs of education-

ally disadvantaged children, and of the reciprocally detrimental effects of poverty and low achievement. More importantly, the project has offered a variety of approaches to the solution of the problem of being educationally disadvantaged in today's society. Title I is the core of the compensatory education effort in Wichita and as such, has had an immense impact upon the school system, the community, and the state.

# APPENDIX A

Yearly Overviews and District Maps

1965 - 1966

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

Title I
Target Area Schools

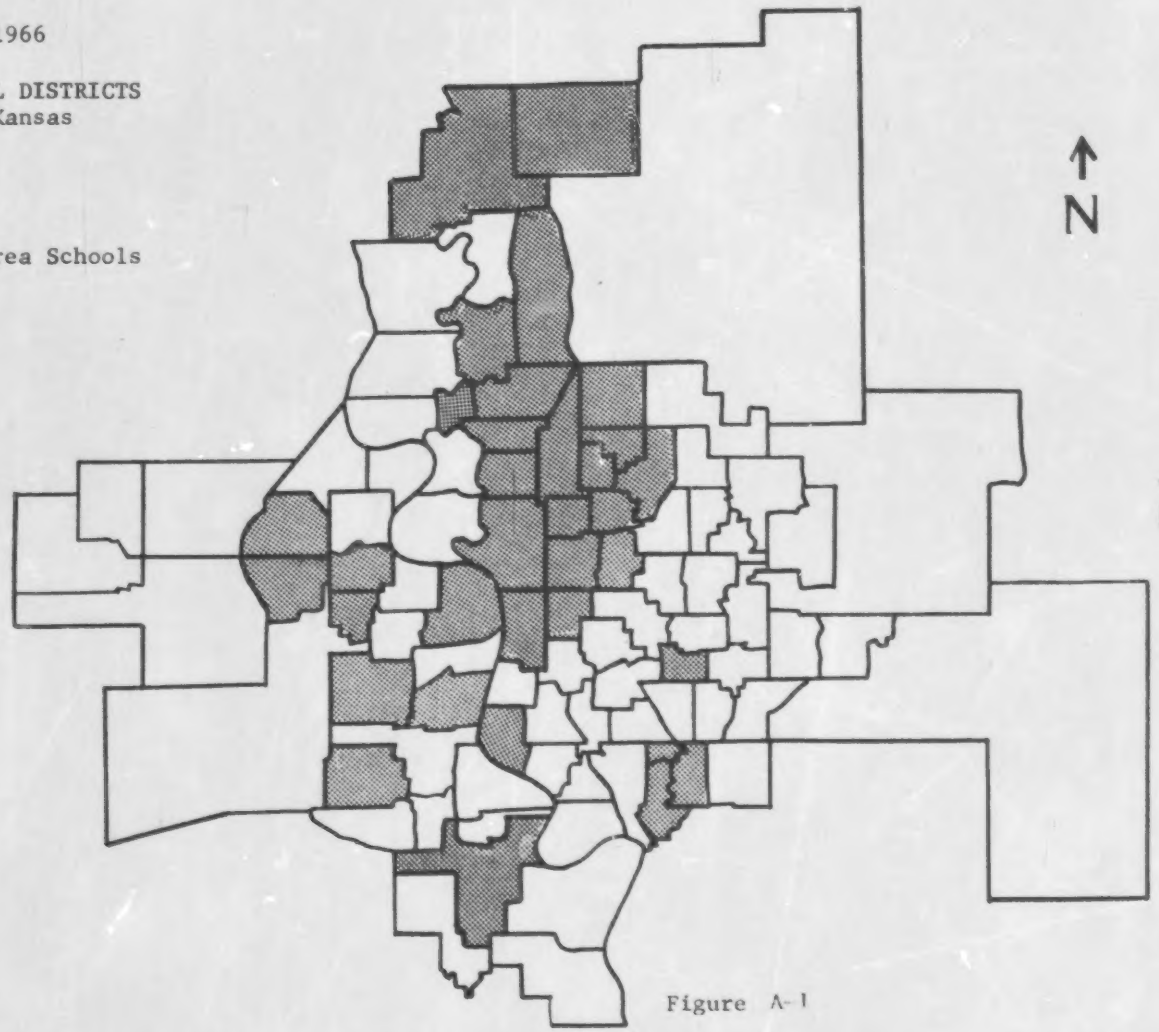



Figure A-1

| Spring 1966 | Beginning of Project |
|---|---|
| Wichita School Aged Population: | 69,774 |
| Per Pupil Cost of Public Education | $515 |
| Approximate Title I Budgeted Funds: | $1,067,000 |
| Number of Major Title I Programs, Regular School Year: | 10 |
| Summer School: | 3 |
| Participating Parochial Schools: | 7 |
| Number of Title I Target Schools: | 34 elementary, 5 junior high |
| Public School Title I Participants: | 22,496 |
| Non-Public School Title I Participants: | 1,418 |

1966 - 1967

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

Title I
Target Area Schools

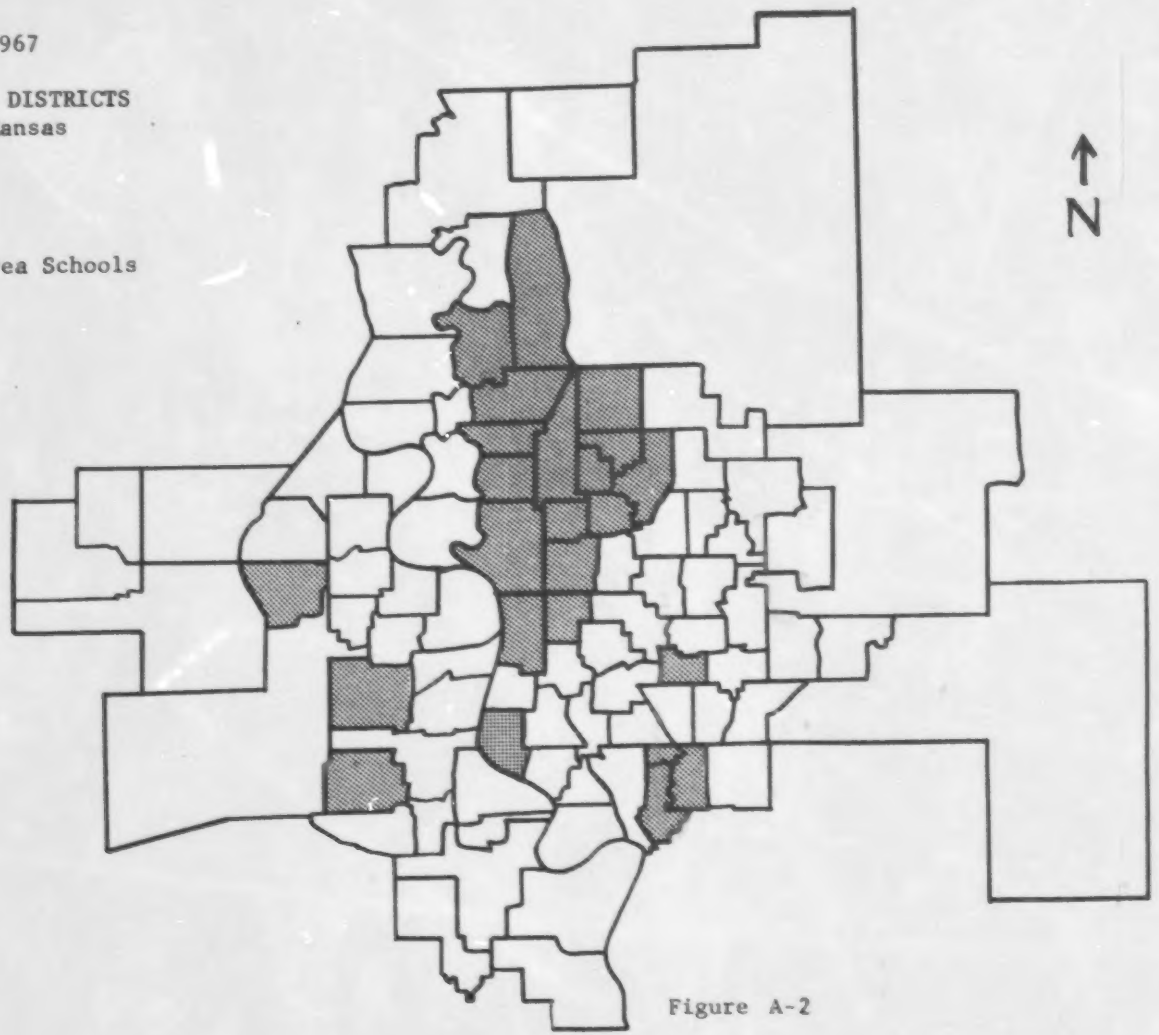



Figure A-2

| 1966-67 School Year | First Year of Project |
|---|---|
| Wichita School Aged Population: | 80,600 |
| Per Pupil Cost of Public Education: | $511 |
| Concentration of Low Income Children: | 6.4% |
| Approximate Title I Budgeted Funds: | $1,129,600 |
| Number of Major Title I Programs, Regular School Year: | 13 |
| Summer School: | 16 |
| Participating Parochial Schools: | 7 |
| Number of Title I Target Schools: | 24 elementary<br>7 junior high<br>5 senior high |
| Public School Title I Participants: | 13,600 |
| Non-Public School Title I Participants: | 700 |

1967 - 1968

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

Title I
Target Area Schools

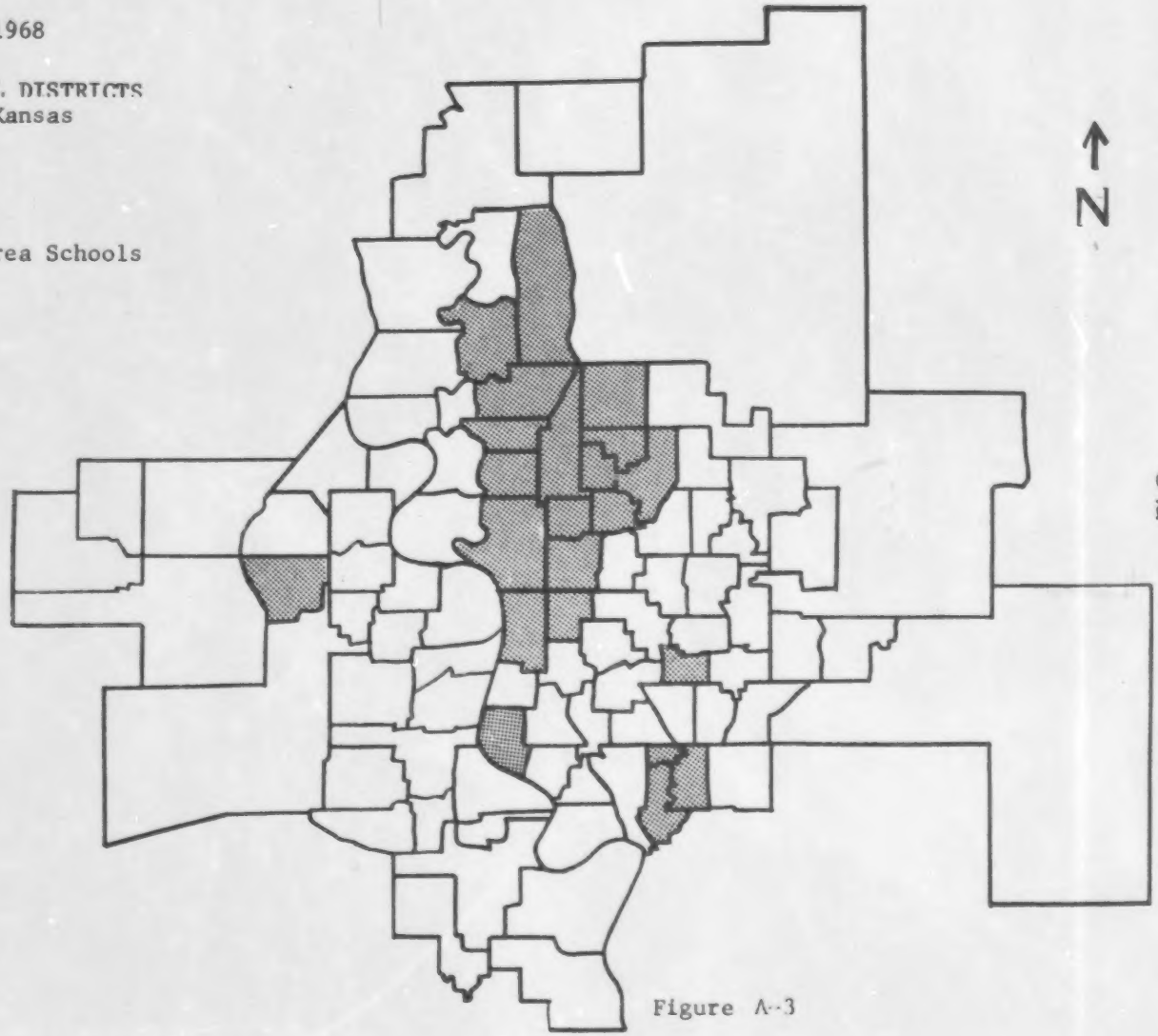



Figure A-3

| 1967-68 School Year | Second Year of Project |
|---|---|
| Wichita School Aged Population: | 81,100 |
| Per Pupil Cost of Public Education: | $558 |
| Concentration of Low Income Children: | 6.6% |
| Approximate Title I Budgeted Funds: | $1,346,200 |
| Number of Major Title I Programs, Regular School Year: | 15 |
| Summer School: | 16 |
| Participating Parochial Schools: | 7 |
| Number of Title I Target Schools: | 24 elementary<br>9 junior high<br>6 senior high |
| Public School Title I Participants: | 13,200 |
| Non-Public School Title I Participants: | 400 |

1968 - 1969

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

Title I
Target Area Schools

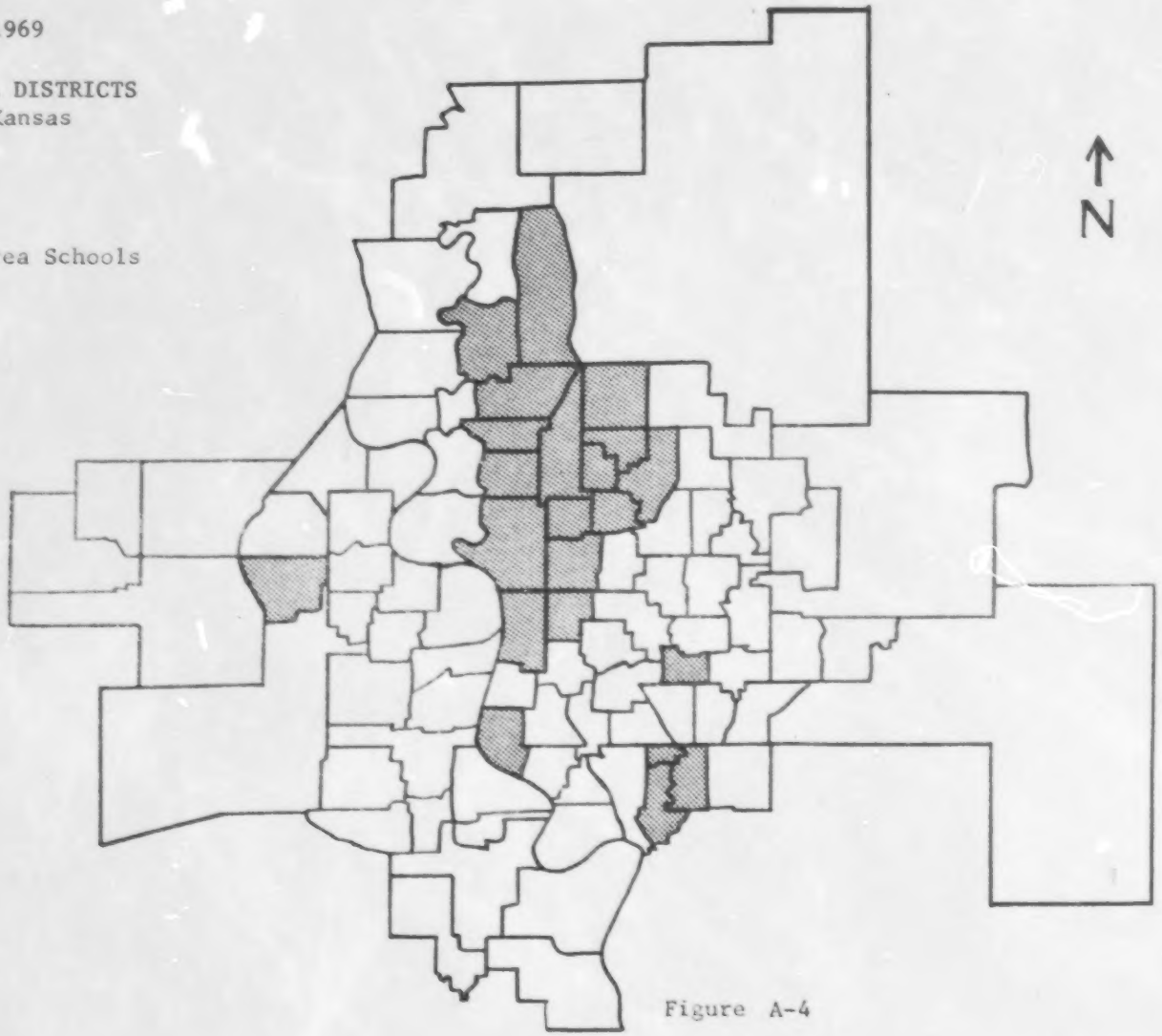



Figure A-4

| 1968-69 School Year | Third Year of Project |
|---|---|
| Wichita School Aged Population: | 80,545 |
| Per Pupil Cost of Public Education: | $616 |
| Concentration of Low Income Children: | 7.4% |
| Approximate Title I Budgeted Funds: | $1,223,500 |
| Number of Major Title I Programs, Regular School Year: | 15 |
| Summer School: | 14 |
| Participating Parochial Schools: | 6 |
| Number of Title I Target Schools: | 22 elementary |
| Public School Title I Participants: | 12,900 |
| Non-Public School Title I Participants: | 190 |

1969 - 1970

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

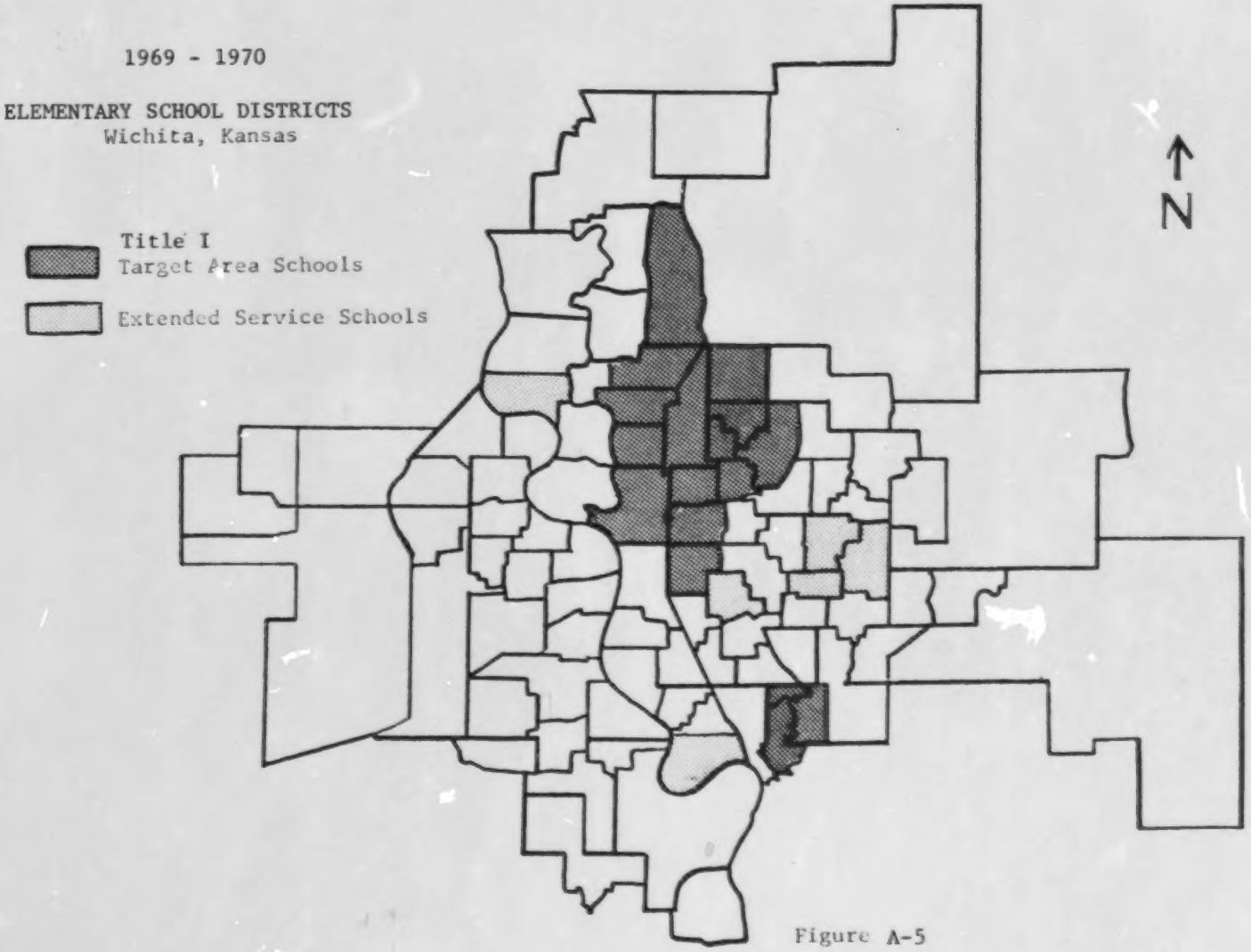



Figure A-5

| 1969-70 School Year | Fourth Year of Project |
|---|---|
| Wichita School Aged Population: | 78,626 |
| Per Pupil Cost of Public Education: | $698 |
| Concentration of Low Income Children: | 8.0% |
| Approximate Title I Budgeted Funds: | $1,426,700 |
| Number of Major Title I Programs: | |
| Regular School Year: | 13 |
| Summer School: | 20 |
| Participating Parochial Schools: | 4 |
| Number of Title I Target Schools: | 18 elementary<br>1 junior high<br>1 preschool |
| Number of Title I Extended Service Elementary Schools: | 6 |
| Public School Title I Participants: | 8,200 |
| Non-Public School Title I Participants: | 590 |

1970 - 1971

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

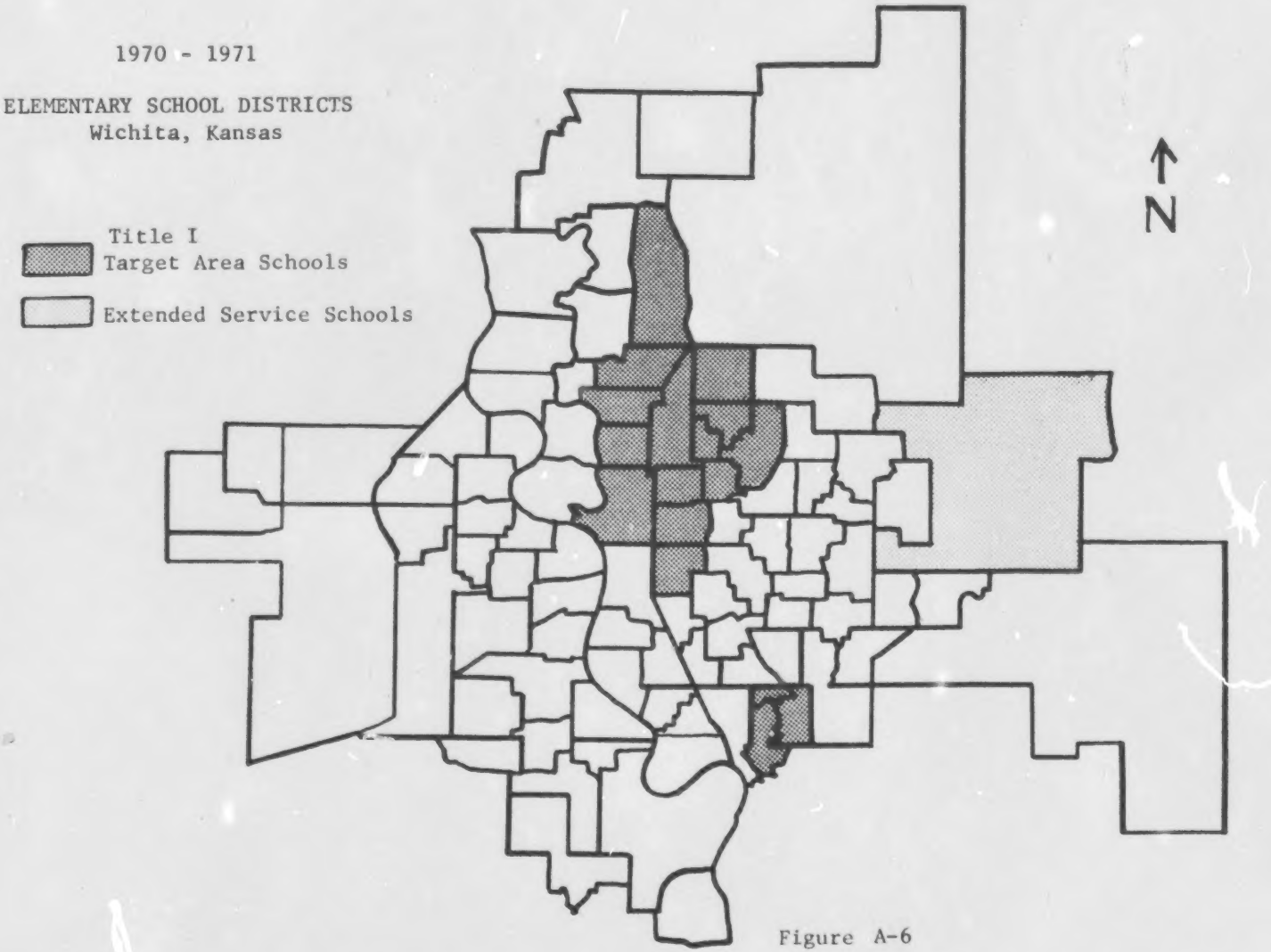



Figure A-6

| 1970-71 School Year | Fifth Year of Project |
|---|---|
| Wichita School Aged Population: | 76,647 |
| Per Pupil Cost of Public Education: | $769 |
| Concentration of Low Income Children: | 9.4% |
| Approximate Title I Budgeted Funds: | $1,429,200 |
| Number of Major Title I Programs, Regular School Year: | 15 |
| Summer School: | 20 |
| Participating Parochial Schools: | 4 |
| Number of Title I Target Schools: | 17 elementary<br>1 junior high<br>1 preschool |
| Number of Title I Extended Service Elementary Schools: | 1 |
| Public School Title I Participants: | 9,129 |
| Non-Public School Title I Participants: | 356 |

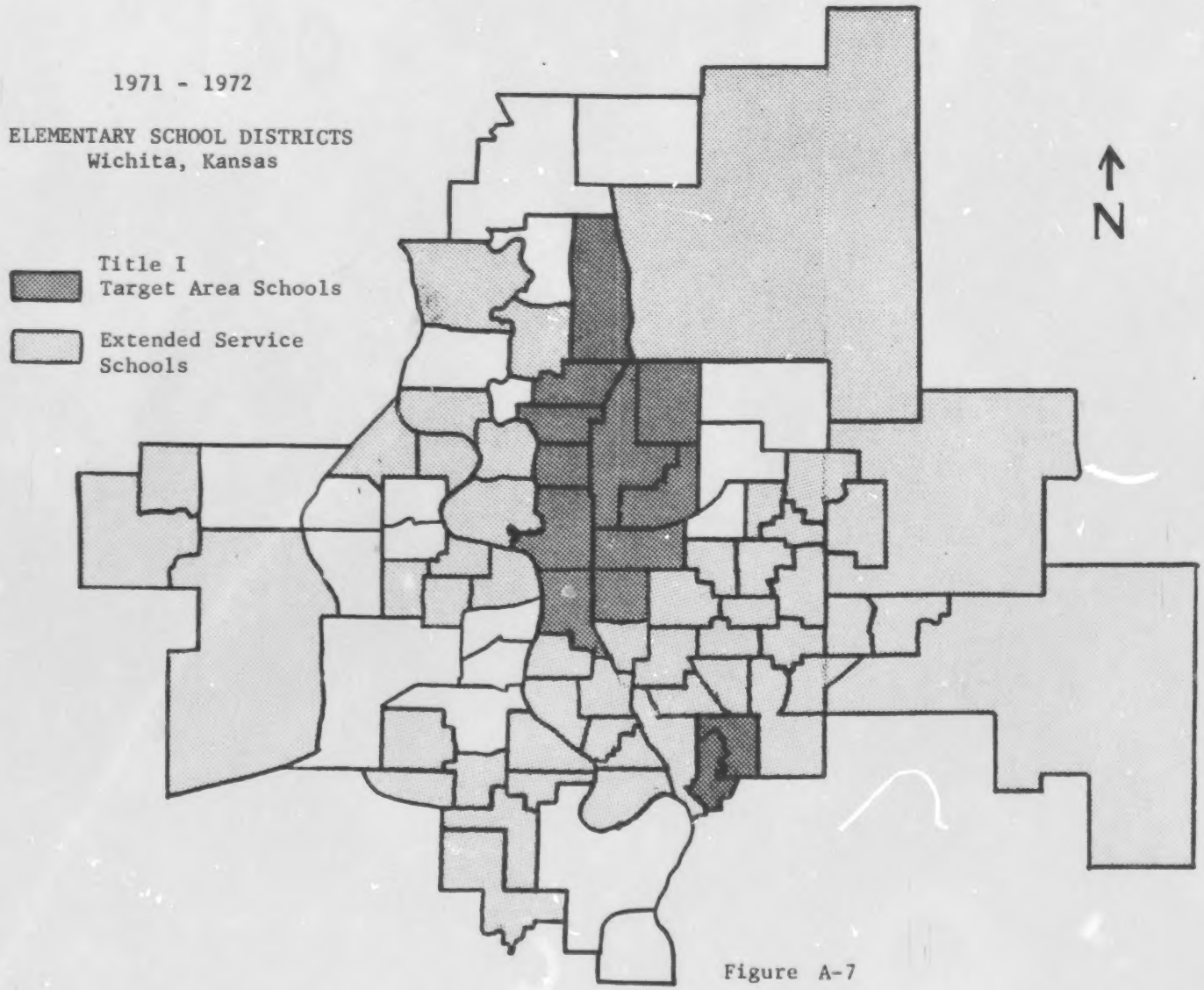

1971 - 1972
ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas
Title I
Target Area Schools
Extended Service
Schools
N

Figure A-7

| 1971-72 | Sixth Year of Project |
|---|---|
| Wichita School Aged Population: | 71,014 |
| Per Pupil Cost of Public Education: | $859 |
| Concentration of Low Income Children: | 11.0% |
| Approximate Title I Budgeted Funds: | $1,619,300 |
| Number of Major Title I Programs, Regular School Year: | 13 |
| Summer School: | 20 |
| Participating Parochial Schools: | 4 |
| Number of Title I Target Schools: | 13 elementary<br>1 junior high<br>1 preschool |
| Number of Title I Extended Service Elementary Schools: | 50 |
| Public School Title I Participants: | 4,887 |
| Non-Public School Title I Participants: | 291 |

1972 - 1973

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

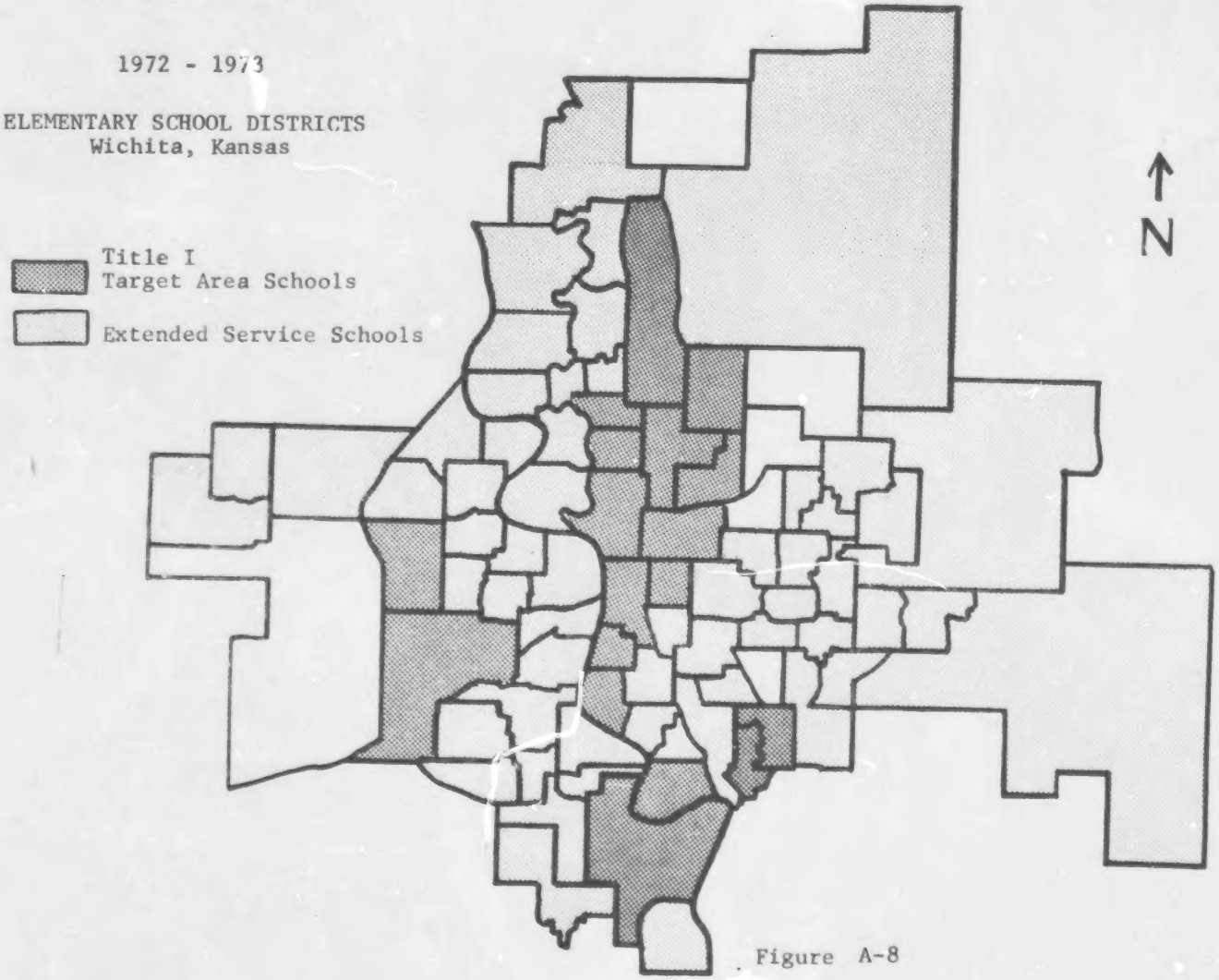



Figure A-8

| 1972-73 School Year | Seventh Year of Project |
|---|---|
| Wichita School Aged Population: | 68,034 |
| Per Pupil Cost of Public Education: | $917 |
| Concentration of Low Income Children: | 19.1% |
| Approximate Title I Budgeted Funds: | $1,475,200 |
| Number of Major Title I Programs, Regular School Year: | 11 |
| Summer School: | 8 |
| Participating Parochial Schools: | 7 |
| Number of Title I Target Schools: | 18 elementary<br>1 preschool |
| Number of Title I Extended Service Elementary Schools: | 58 |
| Public School Title I Participants: | 4,235 |
| Non-Public School Title I Participants: | 248 |

1973 - 1974

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

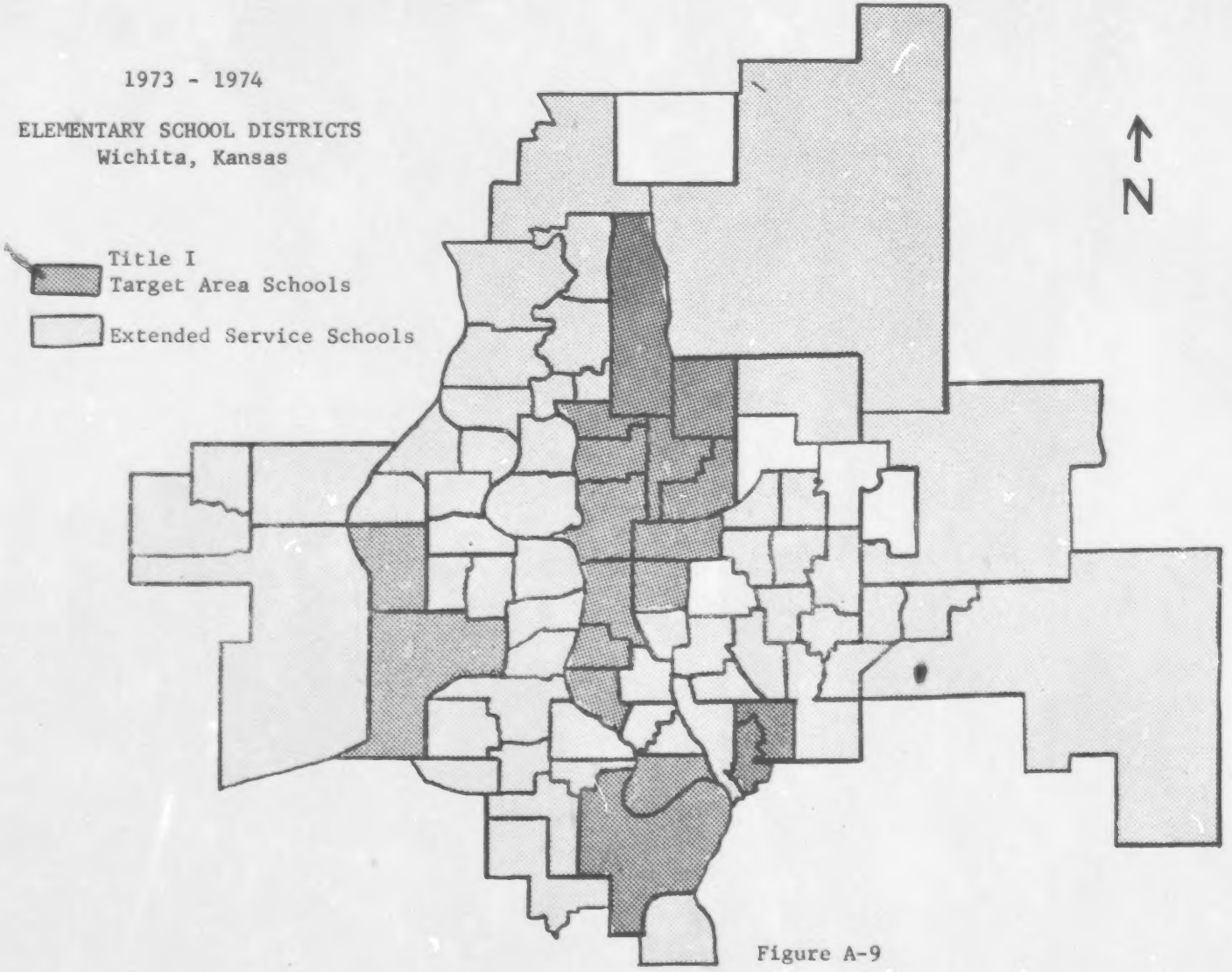



Figure A-9

| 1973-74 School Year | Eighth Year of Project |
|---|---|
| Wichita School Aged Population: | 55,592 |
| Per Pupil Cost of Public Education: | $1,062 |
| Concentration of Low Income Children: | 19.4% |
| Approximate Title I Budgeted Funds: | $1,948,300 |
| Number of Major Title I Programs, Regular School Year: | 7 |
| Summer School: | 10 |
| Participating Parochial Schools: | 6 |
| Number of Title I Target Schools: | 18 elementary<br>1 preschool |
| Number of Title I Extended Service Elementary Schools: | 56 |
| Public School Title I Participants: | 4,292 |
| Non-Public School Title I Participants: | 255 |

1974 - 1975

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

Title I
Target Area Schools

Extended Service Schools

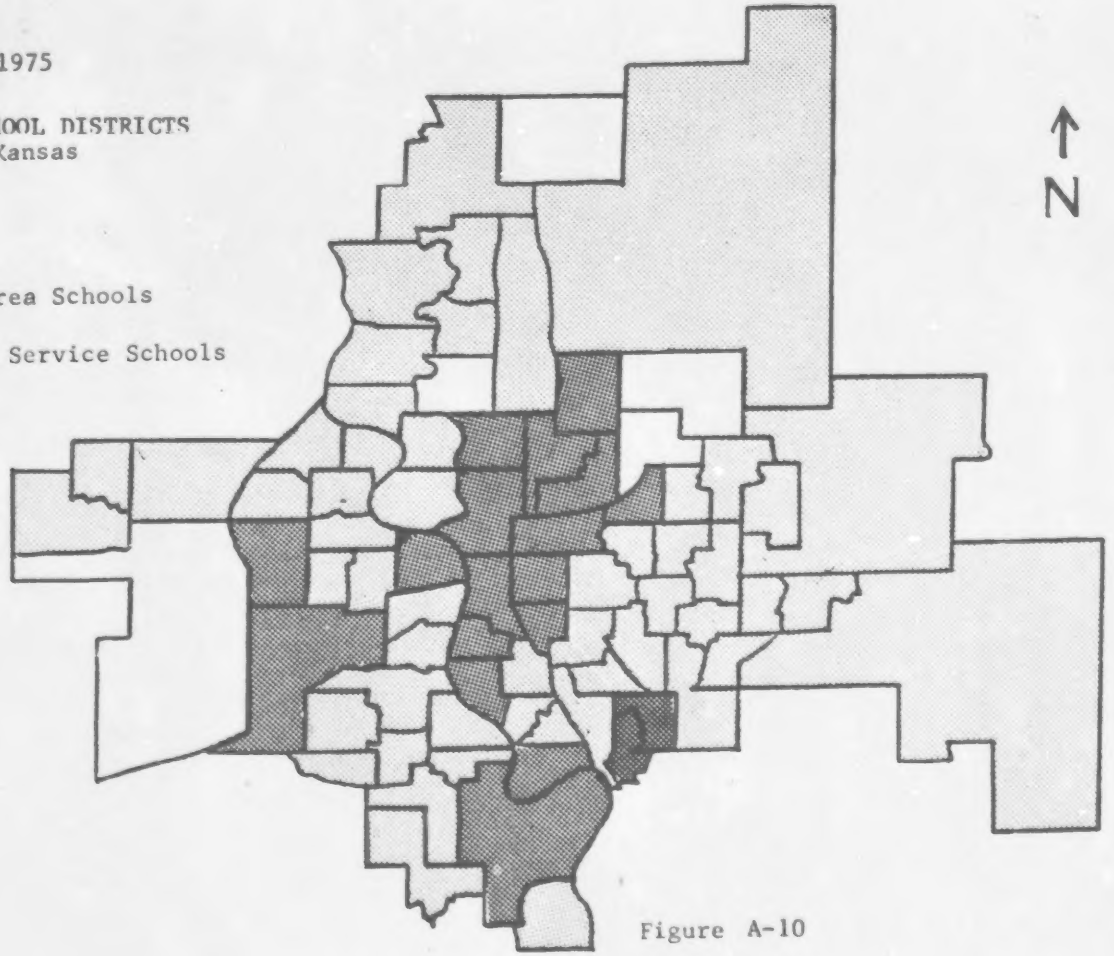



Figure A-10



92

| 1974-75 School Year | Ninth Year of Project |
|---|---|
| Wichita School Aged Population: | 63,691 |
| Per Pupil Cost of Public Education: | $1,118 |
| Concentration of Low INcome Children: | 19.6% |
| Approximate Title I Budgeted Funds: | $1,754,800 |
| Number of Major Title I Programs, Regular School Year: | 7 |
| Summer School: | 8 |
| Participating Parochial Schools: | 5 |
| Number of Title I Target Schools: | 19 elementary<br>1 preschool |
| Number of Title I Extended Service Elementary Schools: | 53 |
| Public School Title I Participants: | 4,130 |
| Non-Public School Title I Participants: | 138 |

1975 - 1976

ELEMENTARY SCHOOL DISTRICTS
Wichita, Kansas

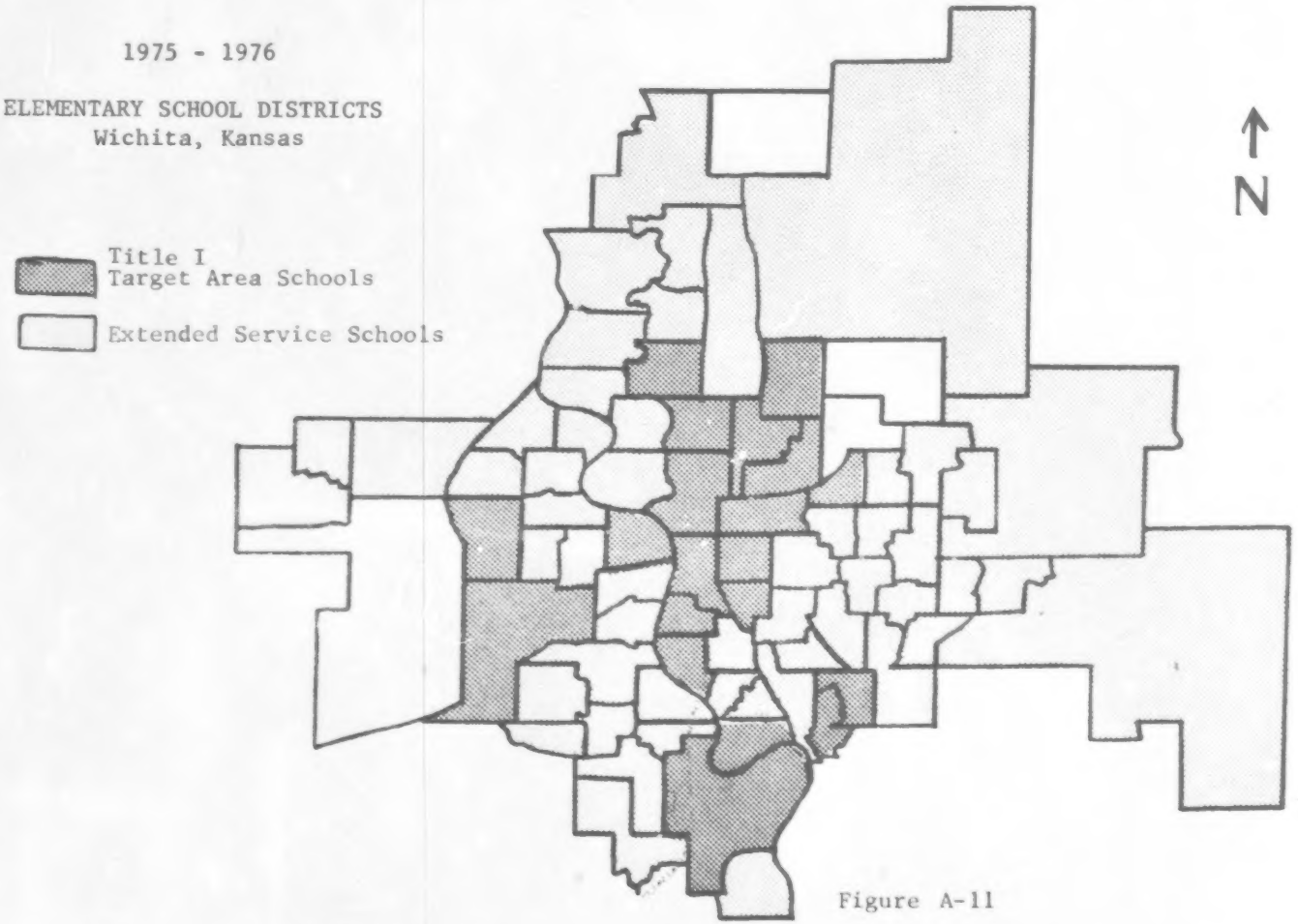



Figure A-11

| 1975-76 School Year | Tenth Year of Project |
|---|---|
| Wichita School Aged Population: | 59,998 |
| Per Pupil Cost of Public Education: | $1,310 (est.) |
| Concentration of Low Income Children: | 21.9% |
| Approximate Title I Budgeted Funds: | $1,388,000 |
| Number of Major Title I Programs, Regular School Year: | 7 |
| Participating Parochial Schools: | 6 |
| Number of Title I Target Schools: | 20 elementary<br>1 preschool |
| Number of Title I Extended Service Elementary Schools: | 53 |

APPENDIX B

Title I Participants By Year
Title I Participants By Race

Local Expenditures

TABLE B1

TITLE I PARTICIPANTS BY YEAR

1966 - 1975

| School Year | Title I Participants* | | |
|---|---|---|---|
| | Public | Non-Public | Total |
| Spring 1966 | 22,496 | 1,418 | 23,914 |
| 1966-67 | 12,000 | 700 | 14,300 |
| 1967-68 | 13,200 | 400 | 13,600 |
| 1968-69 | 12,900 | 190 | 13,090 |
| 1969-70 | 8,200 | 590 | 8,790 |
| 1970-71 | 9,129 | 356 | 9,485 |
| 1971-72 | 4,887 | 291 | 5,178 |
| 1972-73 | 4,235 | 248 | 4,483 |
| 1973-74 | 4,292 | 255 | 4,547 |
| 1974-75 | 4,130 | 138 | 4,268 |
| 1975-76 (est.) | 4,291 | 178 | 4,469 |

*In most cases, numbers are approximate.

TABLE B2

TITLE I PARTICIPANTS BY RACE
(IN PERCENTAGES)
FISCAL YEAR 69 TO FISCAL YEAR 75*

| | White and Other | Black | American Indian | Mexican American | Oriental |
|---|---|---|---|---|---|
| FY 69** | 45.4 | 49.4 | 1.6 | 3.5 | 0.1 |
| FY 70 | 40.0 | 55.9 | 0.6 | 2.6 | 1.0 |
| FY 71 | 39.6 | 53.4 | 1.2 | 5.0 | 0.8 |
| FY 73 | 39.0 | 55.9 | 1.0 | 3.8 | 0.3 |
| FY 74 | 51.2 | 43.2 | 0.8 | 4.0 | 0.9 |
| FY 75 | 53.3 | 42.4 | 0.8 | 2.6 | 0.5 |
| SYSTEM-WIDE PERCENTAGES (1975-76) | 77.11 | 18.36 | 1.06 | 2.89 | 0.58 |

*No figures are presented for Fiscal 72.

**Based on estimated figures

TABLE B3

LOCAL WICHITA EXPENDITURES
FEDERAL, ESEA, AND TITLE I FUNDS*, AND PERCENTAGES
1968 - 1975

| | 68-69 | 69-70 | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 |
|---|---|---|---|---|---|---|---|
| Federal Funds | 5,870,498 | 5,365,197 | 5,489,637 | 7,954,212 | 8,118,507 | 9,010,623 | 10,751,725 |
| ESEA Funds | 1,776,041 | 1,549,168 | 1,588,971 | 1,850,814 | 1,733,285 | 2,336,754 | 2,534,108 |
| Title I Funds | 1,223,524 | 1,426,709 | 1,429,267 | 1,609,314 | 1,475,624 | 1,948,338 | 1,754,885 |
| % of ESEA | 69 | 92 | 90 | 87 | 85 | 83 | 69 |
| % of Federal | 21 | 27 | 26 | 20 | 18 | 22 | 16 |

*Source: Division Director's Annual Report to Superintendent, 1974-75.

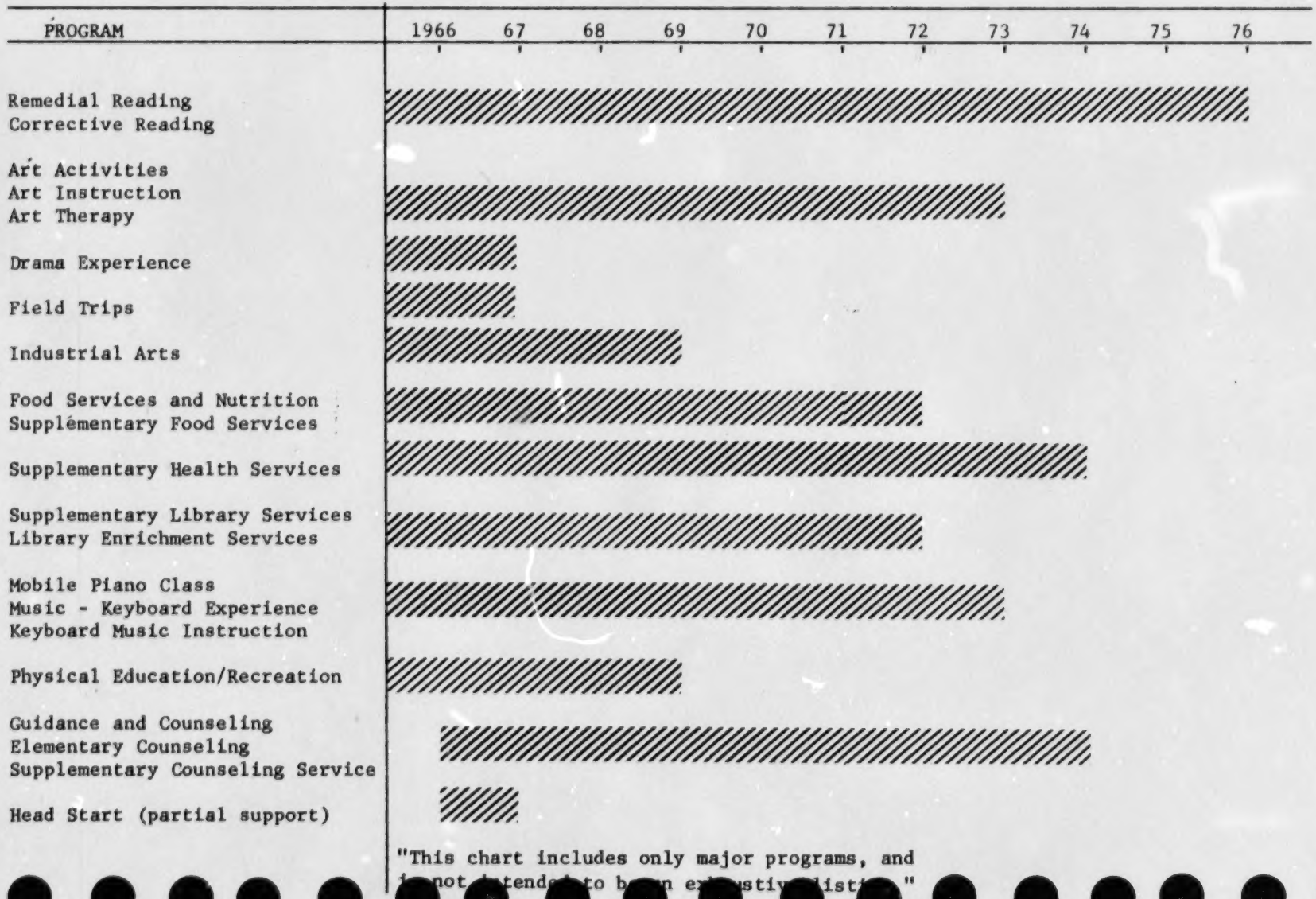
# APPENDIX C

# CHRONOLOGICAL CHARTS

# OF

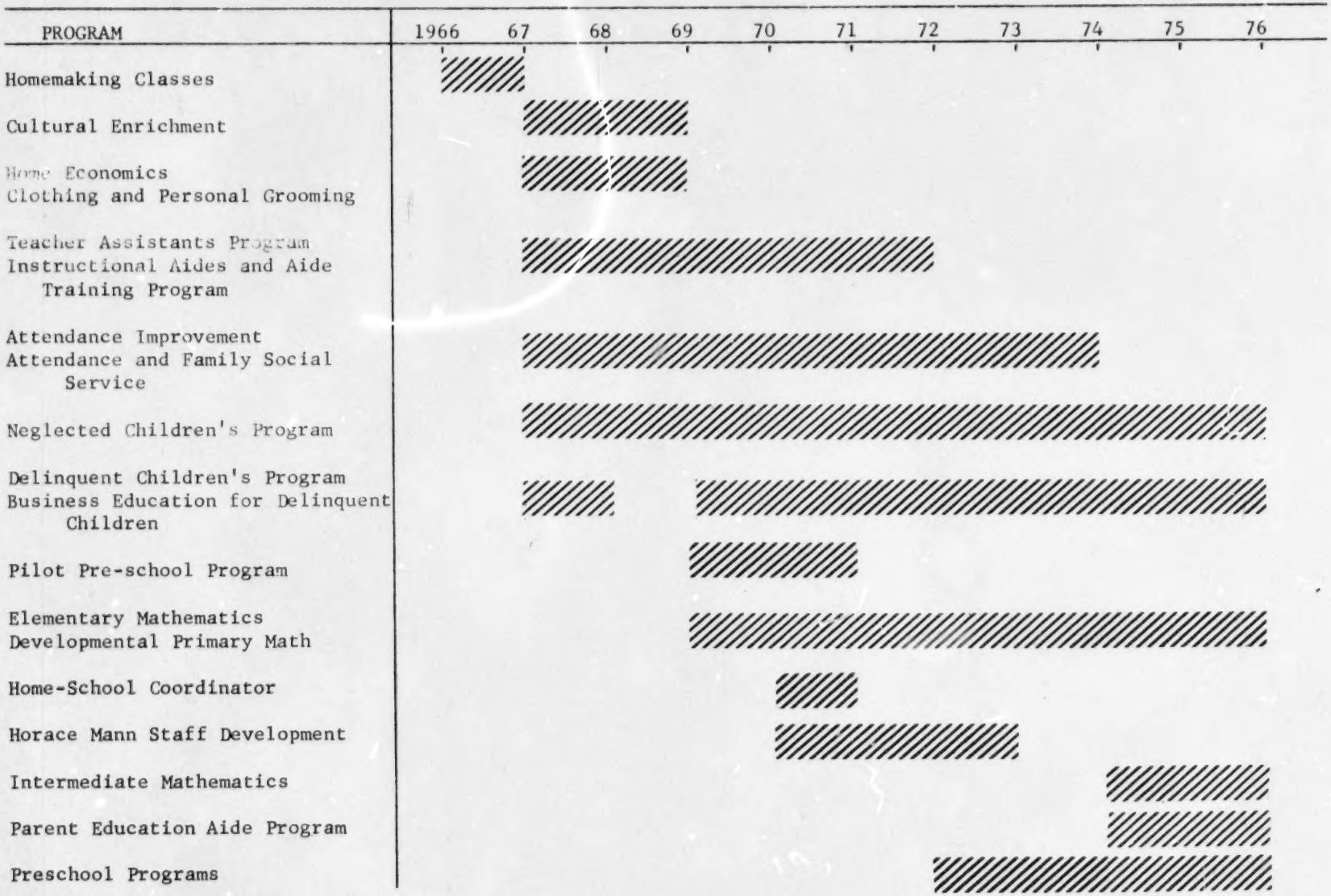
# TITLE I PROGRAMS

MAJOR TITLE I PROGRAMS AND YEARS OF IMPLEMENTATION
1966 - 1976

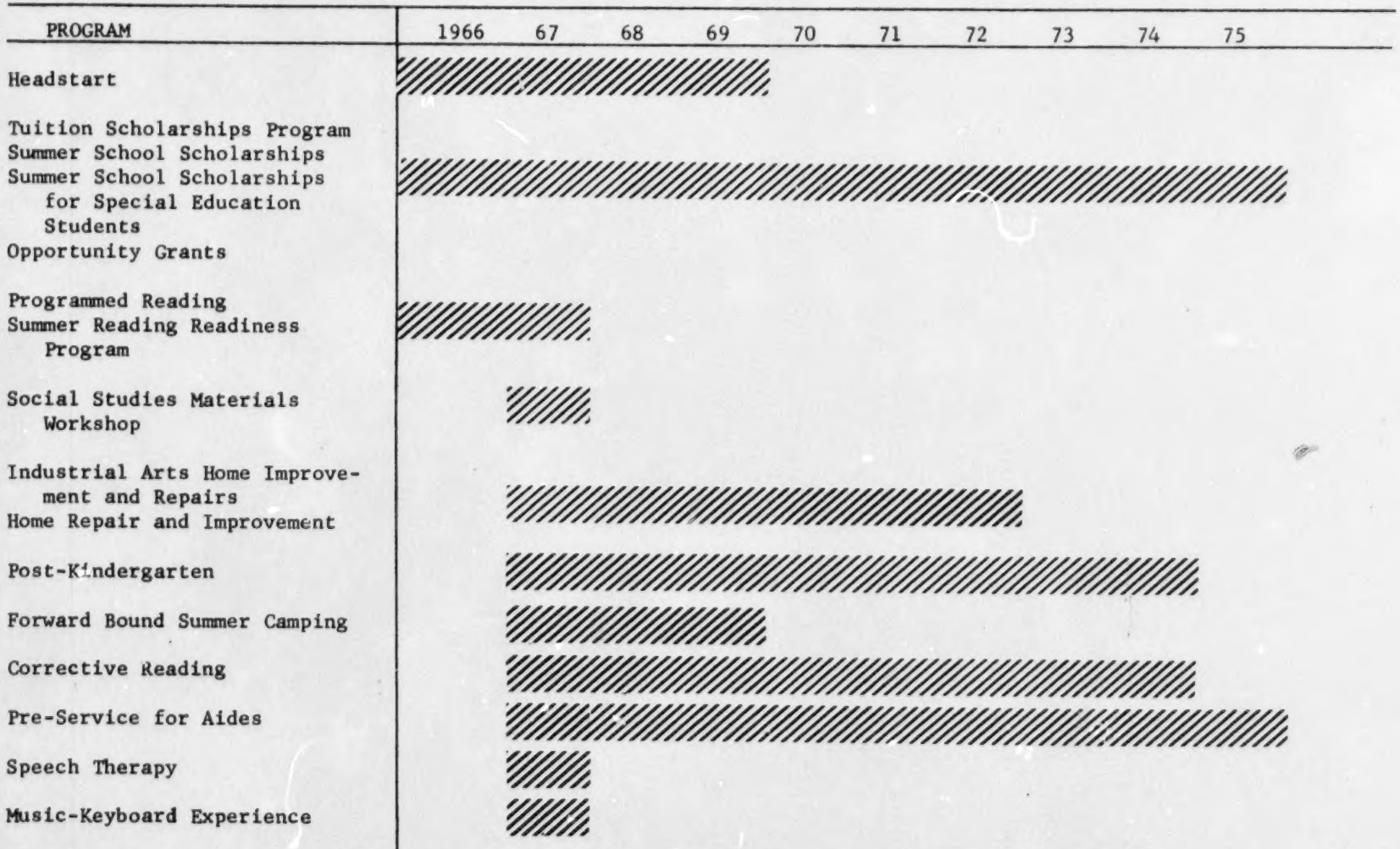



"This chart includes only major programs, and
is not intended to be an exhaustive listing."

MAJOR TITLE I PROGRAMS AND YEARS OF IMPLEMENTATION (cont'd)
1966 - 1976

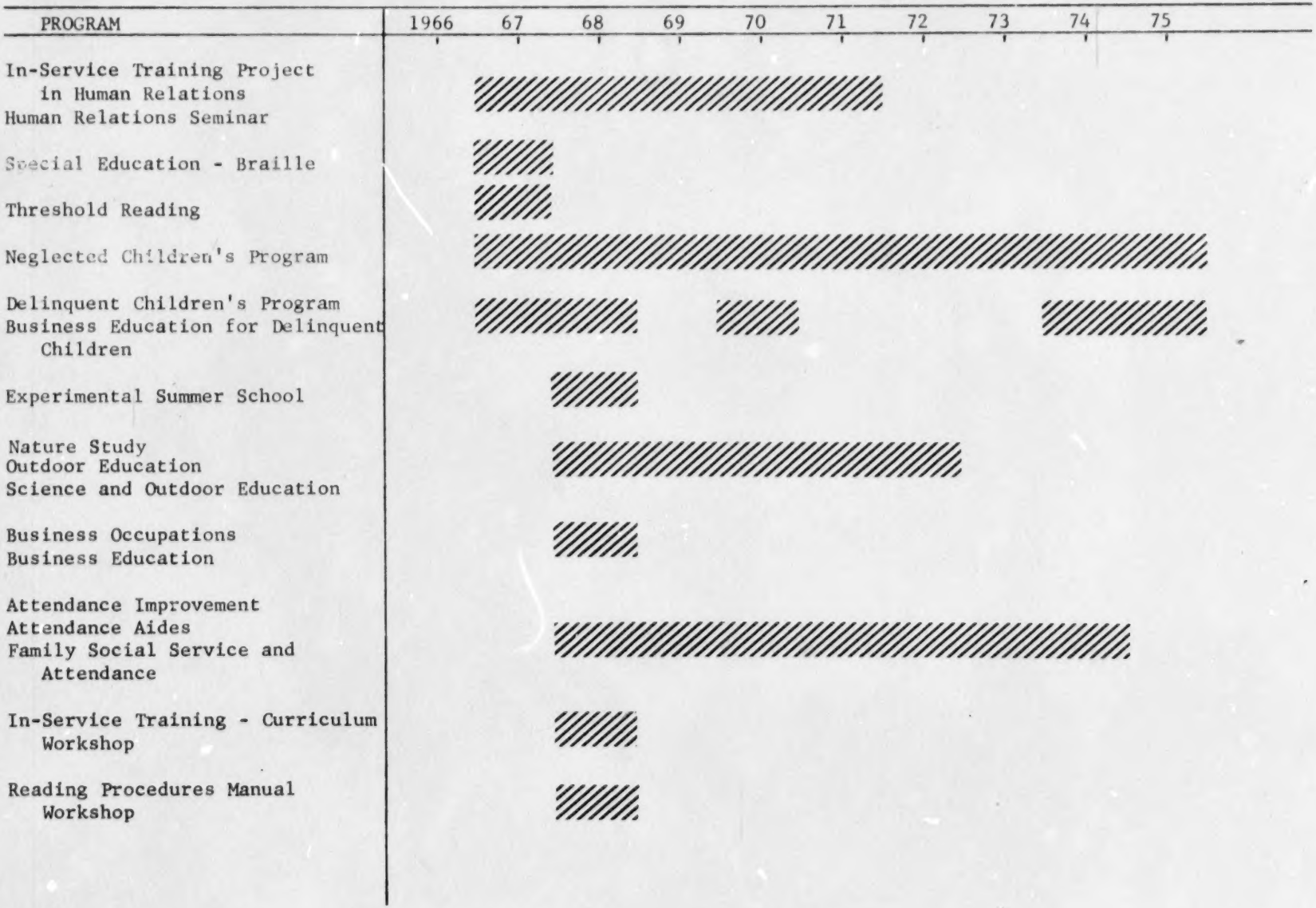


MAJOR TITLE I SUMMER SCHOOL PROGRAMS AND YEARS OF IMPLEMENTATION
1966 - 1975

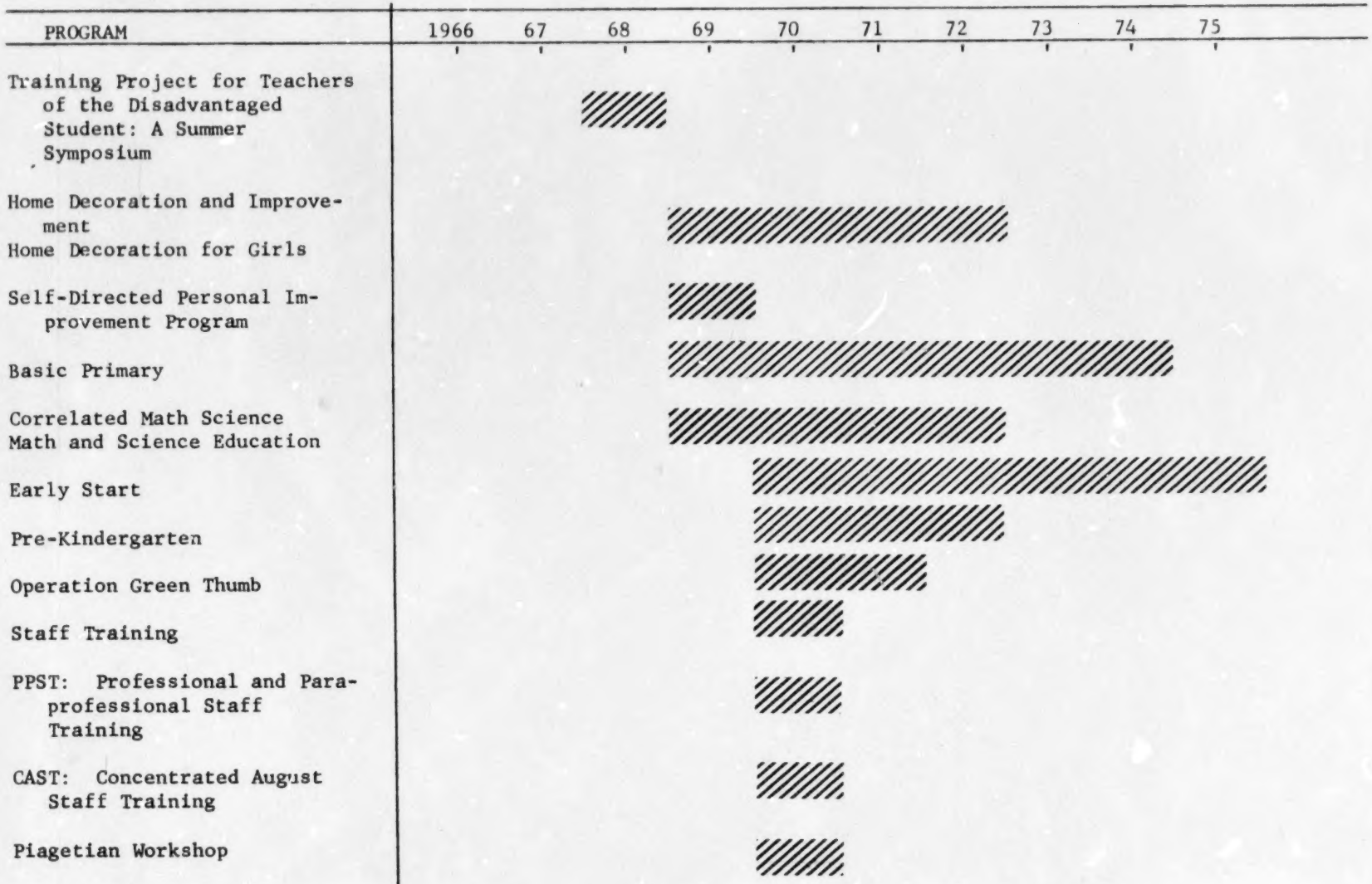



"This chart includes only major summer school programs, and is not intended to be an exhaustive listing."

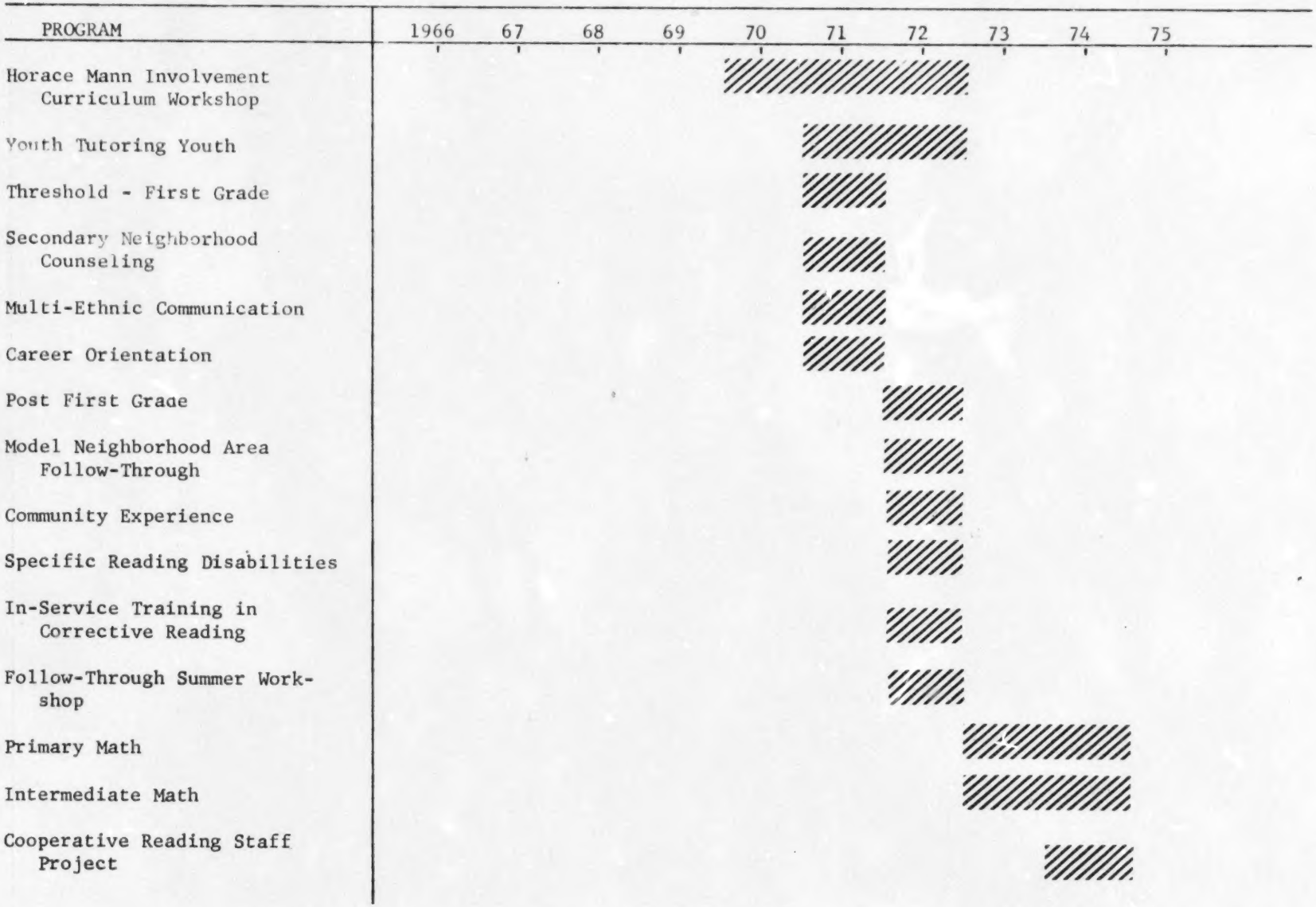
MAJOR TITLE I SUMMER SCHOOL PROGRAMS AND YEARS OF IMPLEMENTATION (contd)
1966 - 1975



MAJOR TITLE I SUMMER SCHOOL PROGRAMS AND YEARS OF IMPLEMENTATION (cont'd)
1966 - 1975



MAJOR TITLE I SUMMER SCHOOL PROGRAMS AND YEARS OF IMPLEMENTATION (cont'd)
1966 - 1975



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